They Are Learning to Speak Correctly

ILLINOIS Education

NOVEMBER 1956

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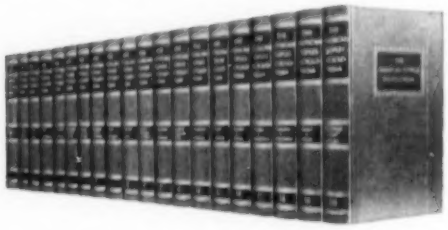

ILLINOIS REPRESENTATIVES

WELBORN S. DIMMETT, Ph.B., M.A., 1419 Elgin Avenue, Forest Park, Illinois (Formerly Superintendent of Schools, Forest Park and Rock Falls)

WAYNE F. MAURER, B.S., M.A., Hopedale, Illinois (Formerly teacher and coach, Champaign, Illinois)

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EDITORIALLY SPEAKING

Let's Be Dedicated, Says Future Teacher, But Work Together For Adequate Salaries, Too

In the fall of 1953, a teacher in Summit, N.J., quit his 85-dollar-a-week teaching job to accept a position paying $137 as a truck driver for a brewery concern. This is only one example of many.

The National Education Association reports that thousands of teachers are vacating the classrooms to become carpenters, bricklayers, and filling station operators. Myriads of teachers can be found in the evenings or on the weekends clerking, driving cabs, and selling insurance.

Why? You know the answer—*money!*

"But, hey, wait a minute!" cries the public. "People don't go into teaching for the money; they're dedicated." It seems that when teachers in a booming economy began to be restless about pay, America, unwilling to open its purse except as a last resort, hit upon this idea that has lasted till now—*dedication*. "Teachers are dedicated." Theirs is not a calling which concerns itself with good housing, adequate clothing, or a vacation in Florida.

Teachers have come to be considered little tin idols that consume a daily menu of term papers and tests. The very mention of money is supposed to bring a blush to the emaciated cheek of the educator!

Of course no one would try to discredit dedication. But the irony of the situation lies in the fact that it should prove just as easy to be dedicated with good pay as with poor pay. A teacher can be just as dedicated at $4500 a year as he can with $3500 a year. One teacher remarked that it would, in fact, be easier. At least then, he reasoned, one wouldn't have to be perpetually worrying about bills.

What can the teachers do about this situation? In the first place, they can stop whispering about salaries and say the word "money" right out loud. The doctor or the lawyer doesn't hesitate to mention his fee. And, after all, what is wrong with unified and active support by the teachers for better salaries?

One of the things, for instance, that the taxpayer should be told is that if their town does not pay adequate salaries, some of their better teachers will leave for positions in better paying systems.

If teachers are ever going to get better working conditions and salaries, now is the time to act. Now—when there is such a tremendous shortage. If teachers can accomplish this individually—all right. But if not, then it seems that some sort of unified support would be expedient. Remember this—our characteristically American tolerance will turn to respect for teachers who earn a professionally respectable salary.

—Faye Felchner, senior in speech, Illinois State Normal University. Reprinted from *The Vidette*, July 11, 1956.

Congratulations, Parent-Teacher, on Your 50th Year

The *National Parent-Teacher*, official magazine of the National Congress of Parents and Teachers, celebrates its 50th anniversary year beginning in November. Its circulation approximates 400,000. The journal has long since earned a prominent place among periodicals in the nation. Its contents have been outstanding, and its writers include some of the foremost authorities in the country. The journal has been a force for good in parent-teacher relations and cooperation, in improving the schools, and in building public understanding.

Illinois Education salutes *Parent-Teacher* and wishes for it continued success and growing influence in the coming years.

—Irving F. Pearson, IEA Executive Secretary

If Michigan is your home state, chances are you have already seen this advertisement. Or, if you live in one of the other Midwest and Rocky Mountain states where Standard Oil Company (Indiana) products are sold, you may have seen an advertisement very much like it with the same straightforward information about direct taxes on a gallon of STANDARD RED CROWN *Gasoline in your state. This is the type of factual, informative advertising so vital to development of a sound public understanding of the oil business and its products and services.*

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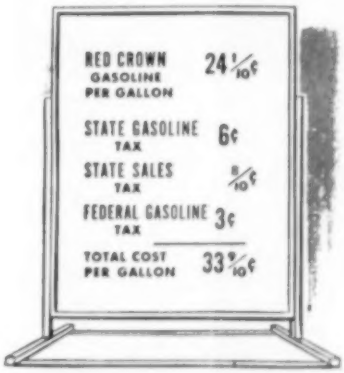

State and federal direct taxes total another 9 8/10 cents—which is equal to more than 40 per cent of the price of the gasoline alone. Most of these taxes go for roads.

That's quite a tax bill. But we all know that reasonable taxes are necessary. We are just trying to remind our customers and friends of a simple economic fact. Subtract the taxes from the price *you* pay for RED CROWN Gasoline and you will see that an amount equal to *more than 40 per cent* of the price of the gasoline itself goes for direct taxes.

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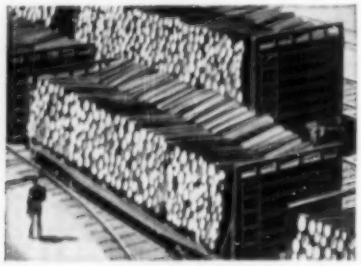
Trees are one of our most valuable national resources. Many lumber companies have established large-scale "tree farms" where timber is grown as a crop to supply wood for our future needs.



After branches are trimmed, huge logs are hauled to sawmills to be cut into lumber of various shapes and sizes. The lumber, in turn, is shipped to yards and finishing mills all over America.

About a third of our wood is used for lumber. Much of the rest is converted to pulp for making paper. Newspapers and magazines and most of the books in schools and libraries are printed on paper made from wood pulp.

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Reprints of this advertisement about America's railroads and the country they serve will be mailed to you for use in your classroom work upon your request for advertisement No. 27.

TEACHERS SPEAK UP

She Is Proud to Take Oath

Dear Mr. Vick:

Whenever a teacher balks at taking the Illinois state loyalty oath, he indicates there is something very rotten within him—something unworthy of an American, most certainly unworthy of an American teacher.

Personally, I feel a swelling of pride within me whenever I'm called upon to take an oath of allegiance to my country and its symbols. . . .

Indeed, we should follow the oath-taking by a thorough housecleaning. The whole purpose of the Assembly's action was to clean the schools of this all-too-large body of hagglers, who were no real Americans! Let's finish the job. Any who take no pride in standing up to be counted—indeed to shout their pride as Americans—should be eliminated from our teaching profession. . . .

Let's boast we do take the oath, and mean every word of it! . . . it is most dishonest to rebel against taking a perfectly sensible oath to the constitution, and to declare that one is against Communism and is a practicing as well as a preaching American! . . .

—Marion Causey, 9654 South Hamlin, Evergreen Park.

Educators Must Be Dynamic In Defense of Our Schools

Dear Sir:

. . . We as educators need to be more positive and dynamic in defending the schools against any attacks. Too many teachers and administrators in positions of leadership are so filled with timidity, lethargy, or a "let George do it" attitude that attacks go unrecognized or unanswered. It is true that when one answers an attack he is often sticking his neck way out, but if teachers would cooperate in a truly professional manner there would be far less hazard in doing this.

The IEA and Illinois Education have taken a lead in working for teacher welfare and teacher recognition. Perhaps some day this work will result in professional salaries and professional recognition for Illinois teachers, and professional cooperation among them. Let's hope that teachers and administrators will speed this day by developing the positive attitude toward their work and their colleagues.

—F. M. Spurlock, business education teacher, East High School, Aurora.

A-V Materials Important

Dear Mrs. Richard:

I wish to express my personal approval of the extensive amount of reference in Illinois Education to film, radio, television, and similar aids to instruction. You are commendably conscious of the importance of such aids at this time when commercial television is making such an impact on children during out-of-school hours. Like it or not, we must compete with these outside media in order to break through the mental fog which seems to hang between the teacher and the pupil who daydreams about what he saw on TV last night.

—Murray L. Miller, director, audio-visual education, Illinois State Normal University.

from Cover ... to Cover

OUR COVER this month is a tribute to the wonderful things that teachers are doing in the field of speech correction. These youngsters are enjoying moto-kinesthetic experiences under the skilled direction of the teacher. The picture is by White Photo Service of Quincy. Martha Black tells you more about the interesting growth of this area of special education in her article on page 94.

THE SECOND in our series of four study units on public school finance begins on page 109. Like Lesson I, this was written by Wayne Stoneking, IEA research assistant. He discusses the local share.

THE POLIO FIGHT is not over. There are still great numbers in the vulnerable age group who have not had their shots of polio vaccine, or who have had only one or two shots. This is especially true of teen-agers. In an article on page 99, Morton Seidenfeld asks teachers to encourage all students to complete their series of three shots as soon as possible.

MAKE SURE that your certificate is properly registered and is valid for the type of teaching you are doing. Luther Black, secretary of the State Teacher Certification Board, explains recognition of colleges and universities and certification procedures on page 97.

ARITHMETIC and the elementary principal's role was discussed by experts during the fall conference of the Illinois Elementary School Principals Association. If you're interested in what they said, read Joan Truckenbrod's report of the meeting on page 102.

THE NEA CENTENNIAL makes us conscious of our own past. This month we are beginning some short items on early school history in Illinois. The first appears on page 107; others are spotted throughout the magazine. We plan to use these each month. Watch for them.

—The Editor

ILLINOIS

Education

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Francine Richard, Editor
Joan Truckenbrod, Editorial Associate
L. R. Grimm and C. E. Vick, Contributing Editors
Irving F. Pearson, Consulting Editor

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CEREBRAL PALSIED children watch in the mirror as they mimic the puppet in teacher's hand.

They are learning to SPEAK correctly

By MARTHA E. BLACK

Assistant Director
Education of Exceptional Children
Office of Superintendent of Public Instruction

Speech correction is one of the most rapidly growing of Illinois' special education programs. Results are encouraging, but there are still many unsolved problems.

THE SPEECH CORRECTION program in Illinois has in 11 years become an important part of public school services. In 1945 there were three programs with three qualified teachers; in 1956 there were 205 programs employing 400 teachers. In spite of this exceptional growth, the need for speech correctionists is far from met —it is first among several problems yet to be solved in this particular area of special education.

Not only have many schools been unable to initiate speech programs, but in recent years 20 to 30 districts have been forced to discontinue their programs because speech correctionists could not be found. Each of these districts is anxious to re-instate speech correction work.

Teacher recruitment in this field is of prime importance. What is being done? In some localities professional groups such as the International Council for Exceptional Children have teacher-recruitment programs. Many organizations offer scholarships to students interested in becoming speech correctionists.

The Office of the Superintendent of Public Instruction has a film strip and disc recording, "Job Opportunities in Special Education," which tell the story of the teachers in action. This material is available to anyone. A packet containing information on schools training teachers in these fields and the scholarships that are offered will be mailed to any high-school student whose name and address are sent to the office. Materials and information going out from the state office, however, are not as effective as personal contact made at the local level. The efforts of an admired teacher to interest capable students in speech correction will bring in more recruits than any other form of promotion. Districts which want speech correction must help.

Because speech correction usually is an itinerant program conducted by a young teacher (Fifty percent of the correctionists are in the first or second year of experience.), good supervision is important. This creates a problem in many districts. Work with the speech defective is a latecomer in education; consequently few administrators are fa-

miliar with all its aspects. An interested and informed supervisor is perhaps the most important single factor in the success of a speech program. In all likelihood a mediocre teacher under good direction will do a better job than a good teacher is able to do when he is working with indifferent supervision.

Supervision Is Needed

Of the 205 districts which have speech correction programs, only 27 have directors of special education. A sufficient increase in the staff of the office of public instruction to provide adequate supervision from that level has not been possible. It follows that many administrators find it necessary to familiarize themselves with the philosophy of special education in general and of speech correction in particular. In some instances this responsibility is given to a principal, an elementary supervisor, or an assistant superintendent. A good director can be of service in many ways such as helping the establishment of the speech work as a part of the total curriculum, creating opportunities for the integration of speech and class work, and developing an acceptance of the correctionist as a member of the faculty. The duties of administration are defined in Standard Ten, *The Speech Defective*, Circular Series "E" No. 12, Revised 1952. An article, "The Administrator and the Speech Correction Program," which discusses the duties involved in supervision, was published in the *Educational Press Bulletin*, November, 1955.

The correctionists themselves have shown leadership in developing in-service and up-grading programs. For the past seven years the correctionists have contributed to a *Round Robin*. Two or three times a year suggestions for improved methods and available materials are compiled and sent out to all subscribers. This publication was started by the speech clinic at Northern Illinois State College and is now being carried on by the Sigma Alpha Eta, a professional speech correction fraternity at Bradley University. Not only has the *Round Robin* been helpful to Illinois correctionists, but it has been quoted frequently in national publications.

To give the correctionists who are alone in their districts a chance for professional relationships with other correctionists, area meetings have been organized. Small groups get together for professional meetings three or four times a year and work on subjects of mutual concern. Record keeping is reviewed, cases are staffed, specialists in different fields are heard, teaching devices are displayed, and various other activities of pertinent interest are developed. Some of the groups have produced a series of newspaper articles which describe the problems of defective speech and what is being done to correct the difficulties.

Classroom teachers, nurses, psychologists, social workers, principals, and superintendents frequently attend these meetings. Consequently, one of the incidental benefits is an increased understanding of the speech program by others of the school personnel.

The area meetings have been purely grass-root projects. The correctionists have developed the organizations and conducted the programs. In a measure these efforts have helped to meet the gap caused by inadequate supervision. There is a great need, however, for persons in the administrative and supervisory positions to have increased opportunities to familiarize themselves with the problems involved in the establishment and mainte-

GAMES help youngsters in learning correct articulation. Familiar pictures and toys make speech sounds easier. The student teacher at the right is learning that many techniques and materials are necessary to carry out an adequate program of speech correction in the schools.

School Photo Champaign Community Unit 4

TEETH and tongue play an important part in forming correct speech sounds, as this lad is discovering in his work with the speech correctionist. Through mirror work, youngsters visualize the correct placement of the tongue and teeth, and are able to recognize their own errors in speaking.

nance of speech correction services.

Several studies in various phases of speech correction as it is conducted in the public school have been and are being made by the speech clinics of Illinois colleges. The possibility of using play therapy with certain speech cases has been explored with results which have encouraged further study. A study of the comparative values of group and individual therapy has been made and the findings have helped to formulate the policies expressed in the recently issued supplement to *The Speech Defective*.

The work with stutterers has been studied by one of the school systems under the guidance of a university. The value of intensified auditory training with articulatory cases is now being explored as part of a doctoral dissertation. This cooperation between the colleges and the public schools is of extreme importance as it is only through guided experimentation and scientific analysis that improvement can be made in the service.

Nationwide, speech correction has been studied chiefly in the college clinic situation. The public school offers a fertile area for experimentation and growth. Not only are the children with every type of problem readily available, but the school itself is the accepted setting for educational work. The opportunities are manifold. Little is now known about what may be done to correlate speech work and teaching of certain subjects, particularly reading.

Rural Areas Are Problem

No satisfactory plan has been found for serving sparsely settled areas. Transporting the students to a central office has proved too costly in pupil time. Having a correctionist travel from school to school, also, is too time-consuming. Frequently school buildings have no space in which a correctionist can work. Some thought has been given to the possibility of using a mobile unit.

The financing of the work for rural areas has not been satisfactorily solved. Fewer children mean an increase in the cost per child. Many of the districts receive equalization funds to help meet the normal costs, but there is no comparable provision for additional help in the support of special education. Consequently, providing speech services places an unfair burden on sparsely settled or financially poor districts. The School Problems Commission is giving consideration to the long-time planning for these areas. Some change in the law governing state financial support for special education may be needed before all the districts can participate fairly in the state reimbursement.

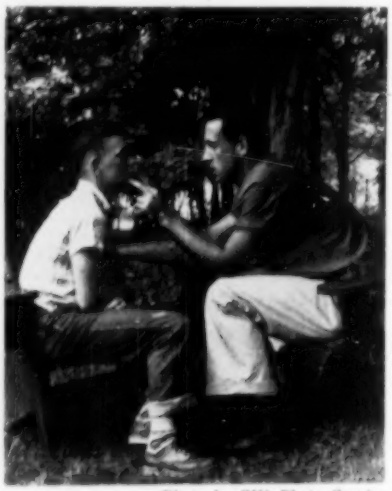

Photo by SIU Photo Service

HELPING HANDS are important in the speech and hearing therapy program at Crippled Children's Camp at Giant City State Park. More than 150 youngsters attended last summer's camp, a cooperative program of Southern Illinois University, Southern Illinois Association for the Crippled, Inc., and the Illinois Division of Services for Crippled Children. Working with this camp youth is SIU student Gerald Miltenberger.

These are a few of the many questions which are yet to be answered before maximum services are given to speech handicapped children.

A serious problem is created by the number of correctionists who remain only one or two years in a district. While in these days of teacher shortage there is an unusually high incidence of teacher change in all areas, in speech correction the urge to move on seems particularly strong. This is due partly to the persuasive qualities of superintendents in districts with attractive salary schedules and partly to Cupid.

One-year tenure is a particularly disastrous practice in a beginning program. Colleges can help by impressing their students with the professional responsibility connected with the establishment of a new program. A correctionist should plan to stay on the job at least two years. In a field as new as speech correction, the obligations of the person initiating a program are great. He must establish speech rooms in each building, initiate the records system, acquire the needed materials, interpret the program to the faculty and the public, and start the speech service. All these activities take time and it may be the second year before the correctionist is an integral part of the faculty and the results of his work are becoming evident.

Results Are Encouraging

The ultimate test of a speech program is whether or not the speech of the students has been improved. In districts where a grade school program has been in operation for a few years, high schools report a marked reduction in the percentage of speech defectives found in the ninth grades. Of the 34,186 grade and high-school students served in 1955-56, more than one third were dismissed during or at the end of the year with acceptable speech. The rest were kept on the list for further help the next year.

The University of Illinois Division of Services for Crippled Children, which operates summer centers for speech defectives, reports that the number of children applying for training work is decreasing each year. This is due in great measure to the increase in the number of local speech correction programs. Without a question, the Illinois program is producing gratifying results, but there are still many challenging problems to be solved.

In summary, one might view the speech correction service as a healthy, rapidly growing organism which is branching out into all parts of the state. However, some of the branches may wither and die, unless strong young people are found and are directed toward this very challenging profession.

Procedures in Recognition and Teacher Certification

By LUTHER J. BLACK

Secretary, State Teachers Certification board
Office of the Superintendent of Public Instruction

Be sure the institution you attend is accredited for teacher-education purposes, and that your certificate is valid.

THE OFFICE of the State Teacher Certification Board has so many questions that come from teachers, administrators, and others interested in the public school that I would like to discuss some of the important problems involved in teacher certification.

In order that we may have qualifed teachers for our schools, we must have teachers who are well trained; and if we are to have well-trained teachers, it is essential that we have teacher-training institutions whose philosophy is in keeping with modern procedures in the field of teacher education.

Teachers Need Complete Program

At the present time we have in Illinois five state-supported teachers colleges, two state-supported universities, 38 liberal arts colleges, and several special schools that train teachers in part in specific fields of preparation. Such special schools do not offer a complete program of teacher preparation, but in most instances the student transfers to other recognized schools to complete a well-rounded program of teacher preparation.

The accreditation of a teacher-education institution signifies that the college or university in question is officially approved by an authorized agency as having met established standards of excellence. Every teacher who is seeking credit, either for obtaining a certificate for the first time or for meeting renewal requirements, should be sure that the institution he attends is accredited for teacher-education purposes, either by a recognized accrediting agency or by the state department of the state in which the school is located. We have in our files a list of all accredited teacher-training institutions in the United States and will be glad to assist you, when in doubt, as to the status of the school of your choice.

Education is a profession, and members of this profession, among other requisites, are presumed to have mastered certain knowledge and skill not possessed by laymen. Acquisition of the competence is the primary responsibility of specialized programs in institutions of higher education.

At the beginning of the present school year all *recognized* teacher-training institutions in Illinois were informed that their programs of teacher education which had been developed through the years would stand approved as of the beginning of the present school year. This made it possible for the graduates of such institutions to be certified as recommended by the institution. All statutory requirements are enforced, but the teacher-training institution is authorized and encouraged to set up its own program of teacher education. We believe that by giving this freedom of action to the institutions, better programs of teacher preparation will result.

Colleges Need High Standards

In order to maintain high standards of teacher preparation it is necessary that prospective teachers receive their training at institutions which maintain high standards of teacher education. Institutions in Illinois which train teachers for Illinois certification must be approved by the superintendent of public instruction, with the State Teacher Certification Board acting in an advisory capacity. Most of the institutions approved by the state superintendent are also approved by either regional or national accrediting agencies. Too many times teachers spend an entire summer in attending schools that are not recognized, for making up deficiencies or with the intent of meeting the requirements for a regular certificate.

Up to the present time the following teacher-training institutions are recognized by the National Council For Accreditation of Teacher Education: Augustana College, Chicago Teachers College, Eastern Illinois State College, Illinois State Normal University, Millikin University, Na-

tional College of Education, Northern Illinois State College, Northwestern University, Southern Illinois University, University of Chicago, University of Illinois, and Western Illinois State College.

Certification Requirements

"No one shall teach or supervise in the public schools nor receive for teaching or supervising any part of any public school fund who does not hold a certificate of qualification granted by the superintendent of public instruction or by the State Teacher Certification Board and a county superintendent of schools of the state."

The statute places the responsibility for setting the standards for certificates in the hands of the superintendent and the certification board. Actually all the statute specifically requires is that the applicant for a certificate must be of good character, good health, a citizen of the United States, and at least 19 years of age. All other requirements are determined by the superintendent of public instruction in consultation with the certification board.

On the face of all regular certificates issued there is written the grades in which the holder may teach. There is an overlapping of grades, particularly in elementary and high-school certificates. The elementary certificate is valid for teaching in the kindergarten through the ninth grade of the common schools. The high-school certificate is valid for teaching grades six through 12, while an all-grade supervisory certificate is valid for teaching and supervising in any and all grades of the common schools.

Please remember no certification law can be retroactive. Therefore, don't be disturbed if a law is passed after your certificate is issued which changes the validity of the type of certificate you hold. Your certificate remains valid for teaching or supervising the grades as specified on the face of your certificate. If you hold more than one certificate you only need to register with your county superintendent of schools the certificate on which you are teaching. The last session of the legislature provided that "All certificates issued after July 1, 1955, must be registered annually in some county of the state regardless of whether the holder is actively engaged in teaching."

Since the statute does not specify that certificates issued between July 1, 1929, and July 1, 1951, lapse, the certification board, acting on the advice of the attorney general's office, has ruled that such certificates do not lapse. Holders of these certificates are required to register them only when engaged in teaching.

However, certificates issued after July 1, 1951, and before July, 1955, do lapse if renewal requirements are not met unless the holder has a valid regular certificate of some other type. Our interpretation of this paragraph is, for example, that a teacher who holds a valid high-school certificate on which she is teaching would not be required to register another certificate to keep it valid. If a teacher holds only one valid certificate, such certificate will lapse if not registered or renewed for four consecutive years, and five semester hours of credit in a recognized institution of higher learning are required to reinstate such certificate.

Students Train in Classrooms

With the expansion of off-campus student teaching, practically all of the recognized teacher-training institutions in Illinois are using the public schools for laboratory instruction. I quote a portion of Bulletin No. 100, which deals with student teaching:

The individuals immediately involved in a student teaching program are the student teacher, the supervising teacher, the cooperating administrator, the college supervisor, and the director of student teaching. They may be defined as follows:

A. The student teacher is a candidate for teacher certification. He is enrolled in a college or university for the purpose of obtaining guided pre-service teaching experiences in his chosen area of work. Prior to student teaching he is expected to have engaged in directed observation and participation designed to prepare him for the guided pre-service teaching in which he engages as a student teacher.

Much of the possible success of the student teacher depends upon his readiness to undertake student teaching. Yet at no time should he be permitted to enter into this activity, if, by doing so, he deprives the pupils with whom he works of their rightful privilege to a good learning experience. He should possess the following qualifications before he enters student teaching:

1. Have a knowledge of content material in subject or grade areas in which he expects to teach, sufficient to meet normal classroom teaching situations.

2. Have a functional knowledge of child growth and development and an understanding of principles of learning.

3. Be ready, physically and emotionally, to undertake the responsibilities of teaching. A statement indicating this fact should be available immediately before the student teaching period begins.

Reciprocity Agreements

Illinois has a reciprocity agreement with four neighboring states: Kansas, Iowa, Nebraska, and Wisconsin. Each teacher receiving a certificate under the reciprocity agreement must meet the following requirements:

1. He must have completed at least a four-year program of teacher education in a college or university recognized, approved, or accredited by the state department of education in the state in which the institution is located and by the NCATE, or a regional accrediting agency approved by the state which issued the certificate.

2. He must have completed at least one year of successful teaching, or eight semester hours of credit during the five-year period immediately preceding the date of application.

3. The reciprocity certificate issued shall be valid only for the area or areas of instruction and at the level or levels of instruction for which certification was granted by the state from which transfer is made.

4. Each applicant must have the favorable recommendation of the certification officer of the state from which transfer is made to be eligible for a certificate by reciprocity.

5. Certificates suspended or revoked in one state shall stand suspended or revoked in all other states that have signed the reciprocity agreement.

6. Each applicant for a certificate by reciprocity shall comply with all requirements of the receiving state regarding filing of application, fees, age, citizenship, health examinations, and other similar requirements.

NO GREATER FORCE for the common good can be found anywhere than the teachers of this country. Not only are you responsible for the intellectual growth and training of our children in a highly complicated age, but you are asked to assume many extra-curricular roles in order that their health and welfare may be conserved. In all of these duties, both ordinary and extraordinary, everywhere you are doing an outstanding job. No wonder that we call on you again and again when a really important task must be accomplished in safeguarding all children from a dreaded disease.

You have met this disease before —poliomyelitis—and you have helped in programs carried out through the schools for its prevention and control. Again we must ask for your cooperation in finishing a job which can eliminate for all time, the threat of polio epidemics.

During the past summer, we have seen a sharp drop in the number of individuals stricken by polio. New cases reported in 1956 were only about half the number in 1955. Only in a few areas did the case rate equal or even approach that of 1955 or the average for the period 1951-55. While factors other than use of the polio vaccine may also have been responsible for this wonderful and cheering news, there is no doubt that the drop in incidence is mainly attributable to this health- and life-saving material.

—Photo from The National Foundation for Infantile Paralysis

THESE TEEN AGERS "join the parade" of those who have taken advantage of the vaccine's protection.

Teachers can help in the final fight against polio by encouraging pupils, especially teen-agers, to get all three shots of vaccine.

Let's Finish the Job!

By MORTON A. SEIDENFELD

Director of Public Education, National Foundation for Infantile Paralysis

Let's Not Be Half-Safe

But we must not rest on these laurels and allow ourselves the luxury of being only half-safe. If we are to eradicate this crippling disease, we must not stop until everything has been done to protect every susceptible individual in all our communities.

By early fall of 1956, about three out of five in the most susceptible age groups under 20 years had received at least one shot of vaccine. The majority, however, had not received the full series of three shots. Remember that only with the full series can one be assured of immunity to carry beyond the current year. There is a big task ahead, not only in seeing that children who have had no protection at all receive their first shot, but in persuading others to continue with their second and third "booster" doses. Both unvaccinated and partially vaccinated children can be found from the primary grades through high school. We hope that you will do everything in your power to educate and stimulate these children and their parents, so that none of them may be victims of crippling which now can be avoided.

Teen-Ager Lag Is Serious

High-school youth has been exceedingly slow in taking advantage of the vaccine's protection. At first, there were limitations in vaccine supplies; but since it has become abundant, the lag in vaccination rate among adolescents has been distressing. This is especially tragic because the disease, while occurring less frequently in this age group than in younger children, often strikes the teen-ager with greater severity. Polio frequently leaves him badly disabled, he sometimes requires respirator care, and he is struck down at a time when the most important period of his life is just ahead. Somehow, we must motivate youth to seek polio vaccination, through the example of their leaders, through a campaign waged by their own organizations, or through whatever scheme or gimmick will persuade high-school boys and girls to "join the parade" of the vaccinated.

(Continued on page 116)

what makes a local association tick?

By HELEN K. RYAN

Field Assistant, Illinois Education Association

Clearly defined goals, adequate dues, meaningful programs, and a lot of teamwork are necessary.

ONE of the most fascinating problems that intrigues a curious layman is the ticking of a clock. That this inquisitiveness leads to an examination of a clock's mechanism is a classic situation. This desire to learn is commendable but, like any unguided procedure, the results can be unsatisfactory or even disastrous.

To remove the back of a timepiece is to disclose a jumble of springs, coils, wheels, and cogs. So much machinery may seen unnecessary, but if one tiny wheel is removed, the clock will not work. To investigate to the extent of removing the entire works is to run the risk of replacing the parts wrongly. The mystery of the tick can be understood more easily and safely if the nature of each part and the mechanism's assembly is explained by a watchmaker.

A local association, with its related components, can be likened to the same precise chronometric instrument. Each part is necessary to the whole, and a study of each element can bring one readily to an understanding of the ticking, the sound that indicates a smoothly working machine.

Know Where You Are Going

One of the vital wheels of a successful organization is a set of clearly defined goals and objectives. To chart a course one must know where he is going and what efforts must be made to get there. The purposes for which local associations work should be twofold: furthering the total programs of state and national associations and meeting specifically the needs of the local teachers. Today's assiduous living needs no "busy work." A local association to fit into the lives of diligent teachers must be purposeful, effective, and operative. It can be that if careful study is made of results desired and these are translated into well-defined goals.

Because many activities require some expenditure of money, the question of dues paid by local groups is always important. In a recent survey made by the IEA field service the dues of these associations run the gamut from none to a 10-dollar-a-year payment, but a study of the questionnaires shows a direct correlation between dues and activities.

More than half of the groups paid all of their delegate expenses to meetings of regional, state, or national associations. Among the meetings listed as worth the expenditure of association funds were: NEA convention, IEA meetings, area council meetings, annual public relations meeting at Normal, and the summer conference for local leaders (additional delegates).

Certainly, the contact with other groups, made possible by having a

member in attendance at such meetings as those listed above, is important to a local association. Through this medium information, inspiration, and ideas can be gleaned vicariously by all members.

Too often, a delegate returns to his own association and finds no opportunity to share his experiences with his colleagues. He has gained personally, it is true, but with a little good planning all the members could have profited by what he learned.

Projects Must Be Worthwhile

An over-all view of the many worthwhile projects carried on by our local units is somewhat impressive. These activities fall into a number of categories: teacher welfare, professional growth, civic responsibilities, teacher recruitment, and study of professional problems.

Under the heading of teacher welfare, of course, comes the work of a local association in the field of teachers salaries. A number of groups reported direct contact of their salary committees with the board of education, others work with the administration in helping to build better schedules. One president writes, "This year has been an unusually busy time in our association. We have worked closely with the administration and the board of education. In fact, I have been invited to represent our teachers in so many ways, I often wonder if there will be time to sleep. However, I'm happy the teachers are gaining recognition of this type."

Welfare Studies Are Included

Other types of welfare measures undertaken include what one group summarized as "investigation of anything of benefit to teachers—insurance, housing, discounts, teacher load." Several organizations reported "this past year we've made a survey of teacher load, duties, etc." The preparation of a teachers handbook was frequently mentioned as a worthwhile project.

Local leaders are turning more and more to the inauguration of activities that promote professional growth. Curriculum studies, in-service training programs, textbook selections, better understanding and closer correlation between elementary schools and high schools are some of the projects reported in this area. One comment worthy of note says, "We purchase professional magazines for each building, and are building a professional library by purchasing books each year."

Teachers, too, are using the local organization as a vehicle for the assumption of civic responsibilities. One president said, "In cooperation with the administration we organized a community council to work on plans for curbing juvenile delinquency." Others listed civil defense programs, blood bank programs, active part in civil welfare drives, and "get-out-the-vote" campaigns. One unit proudly reported, "Our faculty played an active part in a successful three-and-a-half-million bond issue for expansion."

Recruitment Not Forgotten

Well-planned recruitment programs are carried on in many parts of the state. Many types of student loan and scholarship funds are sponsored by local associations. These rank in value from $1000 scholarships to $100 loans. Other recruitment activities are sponsoring FTAs, entertaining prospective teachers, and instituting cadet teaching.

Nor is the new teacher forgotten. Programs of orientation, help, and sponsorship endeavor to make the neophyte feel a part of the professional family.

The study of professional problems usually includes support of legislative proposals and concentration on those problems acute in the local area.

Besides a properly financed organization working for the needs of members there are a number of other "wheels and cogs" that are necessary to a good association.

The delegating of responsibility necessitates a number of standing committees and some special ones. Committees with well-defined responsibilities are vital to the work of any organization.

And now a mention of a few small wheels with important bearing on a well-oiled performance: a sufficient number of meetings to accomplish the purposes of the organization, meetings that begin on time and end on time, a roster of officers who can work as a "team," well-planned agenda for each meeting, and opportunities for every member to have a voice in the planning of programs and activities. One president says it this way, "If every member of the teachers association could have one task to do during the year, I think we could make much progress."

The foregoing remarks have been an attempt to explain what makes a local education association tick. The clock-like analogy remains. Whether one acquires a simple Mickey Mouse wrist watch or the most expensive Swiss chronometer, the instruments still require human attention. Locals, like timepieces, must be regulated so that they may function properly and accurately. The spring must be wound at stated intervals to assure an uninterrupted source of driving power. Clocks have to be cleaned occasionally and, when a certain gear or wheel proves recalcitrant, the judicious application of a bit of oil can prove to be most advantageous.

Local associations to be purposeful need all of the component parts in their proper place; local leaders need the help and approval of their fellow members; and every member needs to feel himself a necessary part of the whole endeavor.

You Need Your Own Local

One does not need a timepiece to ascertain the approximate hour. He may look at the sun or he may ask a watch owner for information, but for accurate knowledge at all times he needs a clock of his own. Local groups too can survive without a good local association. They can ride free on the activities of others. But if we want well-informed teachers, sure of their goals and purposes, working hand-in-hand for the good of all, the answer is in the type of local association which they have. How well does your organization tick?

A panel discussion and speeches by experts were highlights of a conference dealing with

ARITHMETIC and the Elementary

By JOAN TRUCKENBROD

Editorial Associate
Illinois Education

EXPERTS IN ARITHMETIC and education from both coasts and the Midwest came to Springfield to address the fall conference of the Illinois Elementary School Principals Association Oct. 4 to 6. The significance of elementary arithmetic and the important part the principal plays in an effective program were bases for speeches and discussions during the well-attended meeting.

Enthusiastic reception of a symposium on reading—the issue which was so controversial and around which the IESPA centered their first "specialized" conference last year—led to the selection of arithmetic as a topic critical enough to merit the attention of the group this year.

As before, the panel discussion held Friday morning was a highlight of the conference. Panel members, coordinated by Dr. George Beauchamp, professor of education at Northwestern University, each covered their timely topics in six "action-packed" minutes.

Eight Panelists 'Talk Fast'

Dr. Charlotte Junge, professor of education at Wayne State University in Detroit, told the principals that in order to keep arithmetic instruction at a modern level, they must know the subject themselves, have definite standards in mind, keep teachers up-to-date on concepts they have never learned before, and then assist them in evaluating and improving the program.

"Meaningful Arithmetic Is Important," said Dr. E. T. McSwain, who is dean of the School of Education at Northwestern. He feels that if boys and girls are to "live in today and tomorrow and build a better tomorrow," they must acquire competency in the language of mathematics and science. The teacher must provide materials and activities which will enable the child to develop a meaningful psychological system of mathematics, Dr. McSwain maintains. Meaningful arithmetic in the future requires 1) more mental and less written work, 2) a definite place for an instructional period, and 3) a well-prepared program of diagnosis.

Improve It 20 Ways

The third panelist was Dr. Robert Koenker, professor of education at Ball State Teachers College, Muncie, Ind. He presented 20 methods for improving problem solving in arithmetic: using the "whole" method, estimating answers, diagramming and dramatizing problems, solving problems orally, encouraging children to use different methods for one problem, differentiating problems for various ability levels, having children make up problems, stressing understanding of computation methods, using concrete objects and devices, going over problems when assigned, checking or proving answers, working problems without numbers, solving problems with irrelevant facts, finding missing facts, finishing incomplete problems, stressing careful reading of problems, developing vocabulary understanding, stressing neatness in work, and mixing problems of different types.

Watch Language Concepts

Dr. William E. Young, director of the division of elementary education of the New York State Department of Education, covered the "Language Aspects of the Arithmetic Problem" and pointed out that a child's everyday experience in numerical terminology leads to misunderstanding of mathematical concepts. The teacher, he said, must develop overt symbols, reduce the number of technical terms the child must use, relate them to familiar experiences, keep the learned terms in use, and provide sensory motor experiences.

The next six minutes touched upon the use of diagnostic materials in arithmetic. The speaker was Miss Irene Sauble, director of exact sciences in Detroit public schools. She claims that the teacher must 1) regard diagnosis as a central part of the arithmetic program; 2) help the pupil understand his part and learn self-diagnosis; 3) recognize that arithmetic is not limited to difficulties in fractional and computational skills, but includes mathematical understanding, estimating, etc.; and 4) use in-service training in a variety of diagnostic techniques.

"Grouping for Effective Instruction in Arithmetic" was the topic of Dr. Foster E. Grossnickle, professor of education at New Jersey State Teachers College. He evaluated heterogeneous and homogeneous groupings and discussed programs

Principal

of acceleration and of enrichment. Dr. Grossnickle pointed out that grouping isn't feasible in many situations. He suggested that at times when a teacher wants to provide for individual differences, he should use "sub-grouping" and enrichment—consider the different levels of abstraction at which the pupils operate and provide for learning activities accordingly.

In the question and answer period following the complete panel's presentation, the subject of grouping was of great interest. It was pointed out that perhaps it is just as important in arithmetic as it is in reading. However, most participants in the discussion agreed that there would be many problems in finding and planning for superior students, keeping the groups fluid enough to allow for children's varying rates of development, etc.

Personalize Evaluation

In speaking on evaluation of an arithmetic program, Dr. Robert L. Morton pointed out that evaluation instruments may be misleading because they do not correlate with the grade placement, system, or scope of each individual teaching program. For instance, if you teach pupils to think problems through carefully, tests with time limits are not applicable to your program. The speaker emphasized the importance of using "an evaluation instrument which is right for *your* particular program." Dr. Morton, who is professor of education at Ohio University in Athens, advocates the interview technique and self-evaluation by the child.

The final panelist was Dr. Dale Carpenter, public school supervisor of mathematics from Los Angeles, Cal. His topic was "Articulation Between Elementary and Secondary School Mathematics Programs." Dr. Carpenter's point was that articulation should be continuous from day to day, as well as from teacher to teacher and from school to school, and that it should be a two-way road from the secondary school down as well as from the elementary school up. If a child develops patterns of the basic concepts in his mind, he will have a means of articulation and understanding to extend into future situations. "These ideas do not spurt out at a given grade level, but must be developed gradually," he said. Teachers must use arithmetic terms correctly at all grade levels.

Other topics brought up in the question and answer period included drill and homework. It was said that drill is the "best way to block creative thoughtful learning"; the appropriate substitute is frequent, but not mechanical, use of what is learned. Homework in arithmetic was criticized as being too standardized for proper effectiveness.

—*Photo by Illinois State Journal and Register*

TEACHING AIDS for mathematics were demonstrated for elementary principals by Dr. Clarence Hardgrove, of Northern Illinois State College, right. (Yes, she is a woman.) Kenneth Hammer, IESPA first vice-president, is surrounded by Dr. Hardgrove's equipment; he has a question about fractional concepts after her presentation at the first session of the conference Thursday night.

At the first general session on Thursday evening, a demonstration-speech entitled "The Use of Concrete Materials in Developing Number Concepts," was given by Dr. Clarence Hardgrove, of Northern Illinois State College at DeKalb. She used elementary classroom equipment to demonstrate concepts and emphasized that these devices were most effectively employed in teaching if they were not stored away and forgotten, but were kept in a convenient and available place.

Teacher, Principal Must Help

Children must develop number symbols, multiplier concepts, and space values, Dr. Hardgrove said; and the teacher must develop criteria to guide her selection of materials and methods. The principal's part, she said, was to provide funds, inspiration, and cooperation in planning an effective arithmetic program.

A welcome to Springfield was extended to delegates by Springfield

Superintendent of Schools J. E. Bohn at the second general session.

At the third session Friday afternoon the speaker was Fred Miller, education director of the Midwest division of the National Association of Manufacturers.

Following this session the panel members acted as consultants to delegate discussion groups, each of which considered one of the major areas presented by the panel that morning. Questions from these groups and other high points of the conference were summarized at the closing general session. Dr. Fred Barnes of the University of Illinois was coordinator.

For a slight change of subject, the banquet speaker, Dr. Benjamin C. Willis, paid tribute to the principal and his responsibilities in the *general* picture of elementary education—his position in professional and public relations; his place as confidant for teachers, ambassador to parents, and friend of students. Dr. Willis is general superintendent of Chicago schools.

Reports, Luncheon End Conference

IESPA Pres. Margaret Mallach of Taylorville presided at the conference business meeting Saturday morning. First Vice-Pres. Kenneth Hammer of Morris gave a progress report on the Illinois Council on Educational Administration, of which he is president. Henry Beach, Illinois representative, reported activities of the NEA Department of Elementary School Principals.

The luncheon meeting on Saturday, closing event of the conference, featured an address by Dr. Edwin H. Reeder, professor of education at the University of Illinois.

During the conference books, supplies, and creative playthings for the elementary arithmetic program were displayed in the lobby of the hotel by various commercial firms.

The IESPA executive board has selected science as the theme of the 1957 fall conference. Kenneth Hammer will be program chairman. The conference will be held Sept. 26 to 28 at the Abraham Lincoln Hotel in Springfield.

Good schools mean good business and good communitie

Chambers of Commerc

By RUTH ANN WHITE
Teacher, East High School
Rockford

What Should the Chamber of Commerce Do For the Schools?

Businessmen should:

1. Know their schools. Keep up with the changes in the schools and understand the reasons for the changes.
2. Know how their schools compare with those in other communities.
3. Be informed, concerned, and ready to act effectively, if necessary, concerning school finance.
4. Be leaders in supporting school referenda.
5. Learn the facts about their schools from school people, who work in the schools, and tell the truth to the public. Know school policies and school philosophy.
6. Discuss the schools with classroom teachers and administrators face to face around the table occasionally.
7. Know as many classroom teachers personally as possible—as well as administrators.
8. Visit the schools in order to understand them better and see how they are operated.
9. Have a standing committee on education that will study local, state, and national problems in education.
10. Serve on citywide committees with classroom teachers, administrators, and other laymen.
11. Arouse interest in the schools and alert the townspeople to school problems and good things about the schools through bulletins, reports, conferences, etc.
12. Show cooperation with the teachers and schools each day of the year, not just at special times like BIE days, etc.
13. Show interest in the academic program as well as in the sports program.
14. Assist with vocational guidance and careers.
15. Observe American Education Week.
16. Promote selective recruitment of teachers.
17. Seek to retain experienced teachers who have not yet reached retirement age.
18. Recognize retiring teachers who have served the community.
19. Honor teaching as a profession and promote its prestige and importance. Show confidence in the teachers and administrators.
20. Invite teachers to chamber meetings and programs occasionally.
21. Be willing to serve on the school board.
22. Support the PTA.
23. Welcome new teachers to the community.
24. Assist with teacher housing.
25. Show the same kind of interest locally in the schools that the United States Chamber shows nationally. Work with the professional teacher groups as the US Chamber works with NEA.

What Should the Chamber of Commerce Not Do?

Businessmen should not:

1. Dictate about the curriculum. Classroom teachers and administrators are trained in what to teach and how to teach it. They are specialists in their fields—although they always welcome and appreciate the interest of laymen

As businessmen, members of

Should Work With the Schools

and the opportunity to discuss the curriculum with them. The chamber of commerce is welcome to serve in an advisory capacity.

2. Oppose constructive legislation when it will improve educational opportunities for all of the children.

3. Overwork BIE days.

4. Try to select teachers for the schools.

5. Generalize about schools and teachers.

6. Allow a wedge to come between the public and the schools.

7. Try to grind an axe through the schools.

8. Oppose merit rating.

What Are Chambers of Commerce Doing For the Schools?

1. The chamber of commerce in the Northwestern Division of the IEA jointly sponsored a Post-White House Conference (Rockford).

2. The education committee of the chamber of commerce and the school curriculum committee hold joint meetings (Rockford).

3. Sponsors a career night or day for high-school pupils (Rockford and Freeport).

4. Invited the local professional teachers organization to become a member of the chamber of commerce (Freeport, Danville).

5. Supported and worked on citizens survey committee (Champaign).

6. Established a $200 scholarship to be given annually to an FTA graduating senior (Champaign).

7. Manages an election of Miss Merry Christmas through the high school (Champaign).

8. Entertains the new teachers the first week of school (Peoria).

9. Has teachers and administrators on its education committee (Decatur).

10. Teachers are invited to become members of the chamber of commerce (Rushville).

11. Helped put over a recent school referendum (Springfield).

12. Purchased and used "Skippy and the Three Rs," "What Greater Gift," "Mike Makes His Mark." Used state films on schools prepared by the Illinois Education Association. Helped FTAs financially. Provided scholarships for prospective teachers. Worked for adequate financing in order to pay salaries that attract and retain good teachers.

13. Provided free materials for school use (regarding career).

14. Planned open house and tours of the city for new teachers.

15. Encourages pupils to enter the teaching profession.

16. Interprets the schools to the community.

17. Helped to find housing for new teachers.

18. Sponsors annually a welcoming party for new teachers, donates trophies for band contests (Bloomington).

19. Provided breakfast, greetings, and materials about the city for new teachers, and observes citywide American Education Week (Rock Island).

20. Sponsors "Teacher Day"; honors "Teacher of the Year."

21. Helps IEA division financially, in order to provide a good meeting place (Rockford).

22. Publicizes, by a general road sign for the city, "Good Schools."

23. Helps high-school students sponsor homecoming; honors school patrols; helps with safety programs.

Here's an Idea . . .

Niles Elementary Schools Cooperate on Film Library

Elementary students in Niles Township are pretty lucky. Three years ago the principals of eight elementary schools there hit upon an idea, and now each of the schools is showing from six to 10 films per school week from their cooperative film library.

The principals, under the leadership of Prin. J. A. Mason of Niles Township High School at Skokie, decided that since audio-visual education was such a basic part of the educational program in all schools, a cooperative plan would enable each of them to provide more such education at less expense.

Each school was to be assessed 40 cents per pupil as of October first each year. The idea, formation, and direction of the system was turned over to Mrs. Dorothy Hind, director of audio-visual education at the high school.

One person in each school was appointed to serve as coordinator of audio-visual materials there. These eight persons met with Mrs. Hind to preview and discuss films to be purchased for the library. A great problem arose at once—transportation! How were they to deliver the films to the eight schools and collect them at the end of the week for servicing and rebooking? To hire a truck would probably take $1000 a year from the treasury which was needed to purchase films.

Dr. Mason came up with the solution: driver education cars. The high school had two of them with many students going out each day for driving instruction. It worked! Films were booked for one week, delivered early Monday morning and collected Friday morning. Members of the High School Operators Club repaired and inspected the films and then packed them again for Monday morning delivery.

The initial library of films included 66 which were purchased on the rent-to-own plan, and 35 older films which belonged to the high school. Now, beginning the fourth year, the schools of Niles Township have a library of 140 16mm sound films which are constantly in use. A telephone extension installed in the audio-visual room enables teachers to call in for films at any time.

Throughout the year bulletins are sent out from this office to give teachers help in the training of operators and the care and proper use of the films.

Most of the original eight schools now have subsidiary schools, and the problem for the future seems to be more and more schools.

"We all feel that this cooperative film plan has worked to advantage," says Mrs. Hind. "First, it gives each school system a larger film library than it could have if it had to buy its own films. Second, the films are quickly and easily available just when they are wanted; and third, it is more economical than paying high daily fees and postage on many rented and borrowed films."

—Mrs. Dorothy Hind, director, department of audio-visual education, Niles Township High School, Skokie.

By FRED M. KING
Director of Curriculum
Downers Grove Public Schools

Elementary Principals Should Supervise

Proper supervision should improve instruction.

Can you answer all the questions in this list?

IF WE AGREE that the major responsibility of the elementary principal is that of supervision, and further that the basic aim of supervision is the improvement of teaching, then quite early in the school year we ought to be able to give ourselves some objective answers to such questions as these:

1. Have we met with our kindergarten teachers to ascertain their ultimate goal and to find out how today's activities fit into the end product they hope to have in June? Is there need for direction here?

2. After observing our new teachers for several months, what appear to be their weak and strong teaching characteristics? How have we capitalized on these strong points? What are we doing to help the new teacher in the areas that need strengthening? How does she react to our suggestions?

3. What suggestions have we made to help the primary teacher who is having difficulty managing pupils who are doing seatwork while another group is having reading instruction? Should we be in her room helping until the class can function more independently?

4. Which youngsters in the primary grades are likely to repeat the grade next year? How will we prepare the child's parents for this event?

5. Into how many reading groups is each of the primary classes divided? What progress has each group made thus far this year? How many have been changed from one group to another and why? How do our teachers identify these groups?

6. What is the status of manuscript writing in grade one? To what stage has this writing progressed? Do we feel that satisfactory progress is being made?

7. From our observations how do we evaluate the progress being made in the transition from manuscript to cursive writing in grade three? Which pupils have we and the teacher decided will need to take longer to make the transition? Are our teachers following the program as outlined in the adopted texts?

8. How effectively are our teachers presenting "place value" in arithmetic? Are they making arithmetic meaningful or is the presentation made through a "drill without meaning" method?

9. How closely do the social studies projects fit the social studies curriculum?

10. Are the supervised study periods that our teachers provide in the upper and middle grades actually supervised?

11. During our supervisory visits, what evidences have we found of teachers presenting incorrect facts? This happens occasionally with the teacher unaware of its happening. How have we handled the matter?

12. What kind of a community resource program have we set up this year, or are we following a "hit or miss" program?

13. How do we feel the newly adopted textbooks are fitting into the school program? In general what are the teacher reactions to these new texts?

14. How many faculty meetings this year have been planned by staff members other than ourselves? How effective were these meetings? How

"Meeting with his advisory council, the principal can work out necessary curriculum changes."

can we best insure good teachers meetings?

15. To what extent have we evaluated the workbooks that are being used as originally intended?

16. How well satisfied have we been with the presentations of special subject teachers, i.e., music, art, speech correction, and physical education? Have we made suggestions for improvement?

17. How closely does our custodian follow the plans we have laid out for him? What have we done to foster good working relationships with him?

These questions do not by any means exhaust the areas with which an elementary principal in the role of supervisor must be concerned, and yet he should spend much time on each of these and other aspects of the curriculum if he would know where improvements in instruction should take place.

Once the principal has a thorough understanding of the stages to which the various subject-matter areas have progressed, he will be able to begin to bring about improvements in instruction at the necessary levels revealed by his observations.

One of the most practical and democratic methods used by principals to bring about curriculum change is through "teacher advisory councils." Such a council, or committee, is made up of one or two teachers from each level of instruction. Each member of the council represents the teachers in her areas—primary, intermediate, or upper elementary level. Each council representative serves as a sounding board for the other teachers and frequently will canvass others in her department for suggested curricular changes.

Meeting with his advisory council at regular intervals, the principal can work out necessary curriculum changes including such matters as a shift in the emphasis of a particular concept, textbook changes, changes in or introduction of instruction materials, and other modifications. Only after a principal has done a good supervisory job, however, will he be able to function effectively as the leader of a teacher advisory council.

In addition to curricular changes through supervision, the elementary principal has other roles to play in supervision. In pursuance of these roles he would:

1. Provide a type of emotional atmosphere in which all are accepted and feel they belong.

2. Guide and promote teacher and supervisory growth and efficiency through individual and group conferences.

3. Provide necessary and desired instructional materials for teachers.

4. Promote and maintain good public relations.

5. Become well-read in respect to current trends in the fields of education.

6. Provide and maintain a good professional library and help in the intelligent use of it.

7. Supervise through interviewing, studying, testing, and aiding in the adjustment of pupils.

8. Pay particular attention to the needs of the beginning teacher.

9. Coordinate extra-curricular activities.

10. Guide in the measurement and evaluation of the effectiveness of the school program.

11. Encourage and make it possible for certified employees to attend professional conferences and workshops on school time.

12. Keep in contact with actual classroom practices by periodically teaching a class.

13. Provide social contacts within the school setting for faculty members.

Did You Know . . .:

Sharpening Quill Pens Was Once a Qualification For Hiring School Teachers

Early public school teachers had practically no opportunity for specialized training for the profession; for this reason the qualifications for a certificate were ridiculously simple.

An illustration is the recorded account of an application for a teaching certificate made to a county superintendent in 1862. The superintendent conducted the examination by asking the candidate this one question, "Look me in the eye and tell me as a man, can you make egg nog?" The candidate replied, "I hain't never done it, but I have saw it did." The examination was thus completed, and the superintendent said, "Your case is a little doubtful, but I will give you the benefit of the doubt." The certificate was issued.

Another account claims that the ability to do a good job of sharpening quills was sometimes considered to be the most important qualification of a teacher for a position. The quill points dulled very rapidly from the rough surfaces on which the pupils wrote; the teachers were kept quite busy sharpening them.

It has been said that teachers were often employed to "keep" school rather than teach it. An effort was made to maintain strict discipline, but the favorite pastime of the older students was to try to chase the teacher out of the school. (And they were frequently successful.)

The pupil-teacher relationship was usually on a cooperation-by-coercion basis. If a teacher could excel in sports and hold his own in physical combat, he gained the admiration and respect of the community and was considered a success regardless of his ability to "learn" the students (or their parents) anything.

—RAYMOND L. FOSTER, Lecturer, Southern Illinois University.

Are You in a Happy Rut?

Teaching school is like milking cows. What you do today must be done again tomorrow. Repetition is inherent to all work. The routine in the classroom can be dull for students, too. As one of the youngsters in "Fripsey Fun" put it, "It's the best dull year we have had yet!"

Day after day teachers experience the same forgetting of 7 x 8. The same dress on the bulletin board cries for change; the same pile of dust under the radiator has been ignored by the same custodian. Teaching is repetitious but so is housekeeping and hog-raising.

Since we are compelled to spend most of our lives doing the routine things, we must find a glow in doing what must be done.

One thoughtful lady, when asked how she was getting along, replied: "Oh, I'm just coasting along in a happy rut." She made "a happy rut" out of the routine of housekeeping, cooking, and child care.

Our personal rut may be rugged, deep, and sometimes discouraging—but it need not be miserable.

Rossini said, "Give me a laundry list and I will set it to music." A roomful of children has more inspiration than a laundry list. There is great satisfaction in being satisfied with what we are.

If our cows won't stay milked, it is not the fault of the cows. The Lord made all of us for a purpose. Make our rut "a happy rut." It may level out and then we can start a new one!

—CURRICULUM BULLETIN, East Peoria Elementary Schools, September, 1956.

Memoirs of an Ex-School Marm

Sometimes it is the funny little things that happen each day which makes teaching such a valuable memory.

By ELIZABETH PRALL
Malta

I AM fully impressed with the dignity and gravity of my profession, but I am not sure it is the nobility of my calling that leaves me yearning for my school room a few years after retirement. I think what attracted me and still attracts me to teaching is the funny little things that happened from day to day.

I am not sure that I helped all my pupils to be potential geniuses, but they certainly kept my life from being dull. I had studied at Northern Illinois State Teachers College to be an English or social studies teacher in the secondary schools, but I have an incurable wanderlust and jumped at the chance to teach upper elementary grades in Arizona.

When I arrived at school the first morning I was late because the janitor mistook me for a pupil and wouldn't let me in. When I did get in the principal hurriedly assigned me to the lower floor, lefthand room to the back. And that was how I happened to walk into the first class the first day and impart my first words of wisdom. Quoth I, "What grade is this?" Answered the first boy in the first row, "Fifth, d'ya wanna bet?" I didn't; I wasn't sure enough of the odds.

Manuel Has a 'Mother'

One of my pupils, Manuel Lujan, wasn't very consistent in his attendance. I decided to go out to talk to his parents. I didn't know where Manuel lived so I called Angel to the desk and asked him if Manuel's parents spoke English.

Angel reported, "Well, hees father he work, Mees Broff."

Said I, "Does his mother speak English?"

Angel replied sadly, "He does not have a mother, Mess Broff."

Sympathized I, "Oh, that's too bad. Well, is there a sister or brother at home I can talk to?"

Angel said, "Oh, yes, that woman, she is always there."

"That woman?"

Angel thought. "Well, she's a . . . (quickly) let me talk to Johnny, he knows all the words."

With my assent Angel and Johnny held a quick conference in Spanish. Shortly the two of them came back and happily informed me, "Eet ees all right, Mees Broff; Manuel, he has a mother."

The day Teddy Hayes' mother came to talk to me proved to be a brain twister. Teddy came from Oklahoma, and he was just a wee bit lazy. According to his mother he preferred taking "erl" to coming to school. She went on at great length about the erl; and I, puzzled, tried to follow the conversation. Finally, she elucidated, it was "caster erl."

That same year Manuel Cabral reported for school in such an odoriferous condition that I had to send him home for a change of clothing. In explaining this predicament to me, Manuel said, "There wass a skonk, Mees Broff, and he chase me across the trestle." The idea of Manuel being chased across the gorge on the trestle which was approximately 75 feet above the creek will always remain in my mind. Manuel didn't return. I waited two hours and was just ready to send the truant officer after him when he came in. It appeared that he didn't own a change of clothing, so his mother had washed his clothes, dried them in that famous Arizona sun, and he was back spic and span.

After three years I decided to come back to Illinois, and I didn't find the children any less interesting. One year I had a little boy named Danny. Danny was shorter than the other boys, and if there was a fight Danny was a losing proposition; so it. It happened so often that the janitor didn't bother to invesigate when a fight was reported—he just called Danny's teacher. Punishing Danny was a losing proposition; so whenever I could, I just dusted him off and sent him home.

Danny Is Repentant

Sometimes, however, there was no alternative. One spring day Danny got into one of his fights and, after washing off his bloody nose and putting iodine on two-thirds of his exposed surface, I kept him after school. The following noon I found a straggly bouquet of wilting violets on my desk and an accompanying grimy and besmudged note, "I luv you techer." I still have that note. I always feel better to know that though other friends may fail me, Danny loved me.

During the seventh and last year of my teaching one of my pupils learned that my birthday fell on a school day.

(Continued on page 117)

Lessons in Illinois Public School Finance

Lesson II: The Local Share

By WAYNE A. STONEKING
Research Assistant
Illinois Education Association

In large measure, the local districts are responsible for determining the kind of schools they have and the financial limits within which they operate.

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Study Unit • Vol. 19, No. 3

THE RESPONSIBILITY of providing good public school education for all children, delegated by the Illinois constitution to the state legislature, has largely been re-delegated to people in local communities. By local election the people determine usually the kind and size of school district they want, choose board members to represent them in building and operating attendance centers, and in most cases set financial limits within which the schools will operate.

The School Code classifies districts according to kind and population. This treatment of local financing is general but will indicate major differences between the various districts.

The Annual Budget

A board of education, for the purpose of informing the public on district finances, is required to adopt an annual budget. The board may fix the limiting dates of the fiscal year; almost all districts have chosen the dates July 1 to June 30. The budget contains a statement of cash on hand at the beginning of the year, estimated receipts and expenditures during the year, and the balance expected at the end of the year.

For state aid accounting and tax levy purposes, the budget is divided between items necessary to current operation of the educational program and items necessary to the current improvement, maintenance, and repair of buildings and grounds. Custodians' salaries by board resolution may be paid from either fund. Municipal retirement payments for non-certificated personnel are from the same fund as their salaries, or a separate tax may be levied.

The tentative budget is open to public inspection. Prior to final adoption, at least one public hearing must be held following proper notice. After final adoption, transfers within the budget or amendments may be made under specified procedures and within certain limits.

The Tax Levy

Most of the money for public schools comes from taxes levied against assessed valuations assigned to properties in the district. Additional funds come from state and federal school aids (discussed in the October issue) and, in small amount, from other local sources such as paid admissions to school events, gifts or donations, interest on funds, etc.

Each school board is required to provide the county clerk with a certificate of tax levy. This certificate gives the amounts of money needed from annual taxes for the educational and building funds. The amounts to be levied are not necessarily those indicated in the budget. The Illinois supreme court in Stanfield v. Penn. R. R. Co., concluded that ". . . the budget of a school district does not limit the amount of tax levy." The district of Chicago was excepted in this opinion.

Where a district lies in two or more counties, a certificate of tax levy is provided the county clerk of each county.

A board may also request the county clerk to levy a "working cash fund tax" at a rate not in excess of 5 cents and a tax at a rate not to exceed 2.5 cents for the purpose of paying the board's share for retirement of non-certificated employees under the Illinois Municipal Retirement Act. (In this article, tax rates are expressed in terms of dollars or cents per $100 of equalized assessed valuation.) The "working cash fund tax" is to provide cash for ordinary and necessary expenditures; it may be levied annually subject to certain limitations.

Money Borrowed

When a school district lacks necessary funds, it may borrow money through the issuance of bonds or anticipation warrants. Both bonds and warrants are notes of promises to pay. Taxpayers of the district are obligated to repay these loans through taxation.

Bonds usually mature in 20 years and are retired through annual payments of principal and interest. They may be refunded prior to maturity through the issuance of new bonds and the surrender of those previously issued.

Bonds may be issued for the following purposes: 1) purchase, alter-

ation, or repair of school buildings, grounds, and equipment; 2) purchase of other lands or buildings useful for school purposes; 3) provision of one or more residences for teachers, principals, or superintendents; 4) payment of teachers' orders (salaries) or other claims against the district; 5) payment of liabilities resulting from division of assets; and 6) creation of a "working cash fund." Issuance of bonds for purposes 1, 2, and 3 are, in almost all cases, subject to approval by the voters of the district. Bonds for purposes 4 and 6 are subject to left-handed referendum—that is, petition of voters for a referendum. Bonds for purpose 5 are mandatory by state law when funds are not otherwise available.

Working Cash Fund

The working cash fund is created to provide cash for ordinary and necessary expenditures. Funds are derived from bonds issued, from the levy of the "working cash fund tax" previously mentioned, or from both sources. Monies are transferred from the working cash fund to the educational fund, building fund, or both for disbursement and are replenished from annual taxes collected for educational or building fund purposes. Few districts use the working cash fund method of finance.

When there is no money in the treasury, districts may issue warrants in anticipation of annual taxes levied for educational fund, building fund, and bond purposes and sufficient funds from such taxes, when collected, are set apart and held for payment of the principal plus accrued interest of the warrants.

A new district with little or no assets would be forced to issue anticipation warrants, create a working cash fund, or issue bonds to obtain funds to meet its obligations. A district may, within legal limits, increase its tax levy so as to gradually or completely change from a deficit to a cash basis of financing.

Borrowing Limited

The Illinois constitution limits the aggregate bonded indebtedness of a school district to five percent of assessed valuation as determined for state or county taxing purposes, presently "equalized" assessed valuation. Anticipation warrants are limited to 75 percent of the particular tax levy against which they are issued. Bonds for a working cash fund are limited in total amount to 75 percent of the taxes *permitted* to be levied for educational purposes for the then current year. Money transferred from the working cash fund to another fund, such as the educational fund, is repaid from taxes levied for the fund (educational or other) and therefore, when combined with anticipation warrants issued, is subject to the 75 percent of levy limitation.

The working cash fund tax may not be levied if bonds for such purpose have been issued to the limit or if the amount of the tax will increase the working cash fund beyond 75 percent of the taxes last extended for educational purposes.

When school districts are consolidated, present law specifies that the indebtedness of former underlying districts is spread over the new district and "old" plus "new" indebtedness may not exceed the 5 percent constitutional limitation. Court decisions have indicated that a new district, if the legislature so provides, could be allowed indebtedness to the full 5 percent in addition to obligations remaining on former districts.

Building Funds Accumulated

A school district maintaining grades one through 12 may, with the approval of its voters and within legal rate limits, levy for building fund purposes an amount in excess of current needs and thus accumulate funds for buildings and grounds. The total accumulation can not exceed 5 percent of the equalized assessed valuation of the district. Prior to disbursement such funds may be invested under an act relating to the investment of public funds. The writer knows of no district that has taken advantage of this opportunity to accumulate building funds.

Taxes Extended

Taxes are extended by the county clerk. The rate of percent by which the value of taxable property of each taxpayer is multiplied to determine his share of the taxes is found by dividing the tax levy for a particular purpose by the "equalized" assessed valuation of the district and adding enough rate to take care of extension and collection fees. This "equalized" value is the sum of all locally assessed valuations after multiplication by a factor supplied by the state revenue department and total value of district property as assessed by the department.

As previously mentioned, a school board levies separate amounts for current educational and building fund purposes and may indicate a rate for a "working cash fund tax" not to exceed 5 cents and a rate for Illinois Municipal Retirement Fund purposes not to exceed 2.5 cents.

When a school district lies in two or more counties, each county clerk is furnished a certificate of tax levy. The clerk certifies the value of district property in his county to each of the other county clerks. Thus each clerk has the levy and the total valuation of the school district and is able to compute the rate at which the tax is to be extended.

When school bonds are issued, certified copies of the bond resolutions are filed in the county clerk's office and he automatically extends taxes each year sufficient to pay principal and interest. The tax rate for bond retirement is computed in the same manner as the educational or building fund rate.

The county clerk, using all appropriate rates, computes and places each taxpayer's tax opposite his name in a book to be delivered to the tax collector. The tax circular which often accompanies the property tax bill usually lumps all the school tax rates together or gives a separate bond rate.

Tax Levies Limited

School tax levies are limited by amounts computed by applying certain maximum legal rates to the equalized assessed valuation of the district. Table I lists these maximum

legal rates for educational and building fund purposes. (Remember that tax rates are here expressed in dollars or cents per $100 of equalized assessed valuation.)

Maximum legal educational and building rates for special school purposes are as follows:

Junior college—with approval of the voters, separate levies may be made at rates not in excess of 17.5 cents for educational funds and 7.5 cents for building funds.

Non-high-school district – educational fund tax at rate limit of $1 may be levied without referendum.

Table I. Maximum Tax Rates for Educational and Building Funds[a]

Referendum Procedure	12-Grade District		Dual System Area Grades		Dual System Area High School	
	Educ.	Bldg.[b]	Educ.	Bldg.[b]	Educ.	Bldg.[b]
Without referendum	$1.00[c]	$0.1875[c,d]	$0.50[c]	$0.1875[c]	$0.65	$0.1875
Single referendum increase	0.40	0.1875	0.21	0.0625	0.21	0.0625
Final maximum	2.00[c]	0.375	1.25	0.25	1.25	0.25

[a]A few districts are still limited by tax rate maximums computed by special formula in 1945 revenue law (generally known as the Butler-Hodge law).

[b]A building rate may be reduced by the rate needed to retire building bonds outstanding on July 1, 1953, but the building rate shall not be so reduced below 10 cents for a dual district or 16 cents for a 12-grade district if such rates are needed for current building funds. By referendum, rates of 18.75 cents and 25 cents respectively may be reserved. Rates for building bonds issued after July 1, 1953, do not affect current building rates.

[c]Community units were given a $1 educational rate maximum by former law. By 1955 law, a petition to create a community unit must specify a maximum educational rate not above $2 except, where a junior college is in operation, such specified rate may be up to $2.125. A petition to organize a community consolidated district (which may be for grades one-eight or one-12 purposes) must specify a maximum educational rate not above 90 cents and a maximum building rate not above 25 cents.

[d]Older type unit districts have a maximum building rate of 18.75 cents without referendum; the original, 1947, law authorizing the newer *community unit* district gave it a 25-cent building rate maximum. Recent law requires that the petition to organize a community unit district specify a maximum building rate of not more than 25 cents except, where a junior college is in operation, such specified rate may be up to 32.5 cents.

Taxes Collected

The county treasurer is ex-officio tax collector in township counties; in commission counties the sheriff is ex-officio collector. In some of the larger counties town collectors are elected. Collectors may appoint deputies. Usually within 30 days after the delinquent date for the payment of a tax or installment of the tax, the collector makes payment to the school treasurer on the basis of amount collected and certifies the uncollected balance due the treasurer's district. There has been only a small amount of tax delinquency in recent years.

Certain fees are withheld from taxes by collecting officers. The extending officer (county clerk) is allowed fees for tax extension and related services. Collectors receive fees for collection and payment of funds to tax bodies.

Local Tax Calendar

The following calendar of events in the collection of property taxes for school purposes applies to the great majority of districts.

June, July, August, and September: A tentative budget is prepared so as to allow final adoption by the board of education either prior to June 1 or during June, July, August, or early part of September. This budget is open to public inspection for 30 days. Also, before final adoption, at least one public hearing of the budget is held after thirty days' notice.

Last Tuesday in September: On or before this date certificates of tax levies for various purposes must be in the hands of the county clerk.

October through December: The county clerk extends in books the amount of taxes to be collected from each taxpayer of the district.

Dec. 31: On or before this date the tax books are delivered by the county clerk to county or town collectors.

January to June 1, following year: When made possible by receipt of tax books, collections begin and continue until taxes are paid. Collections are mostly completed by delinquency dates, June 1 for personalty taxes and the first installment of realty taxes (May 1 in Cook County); the second and last installment of realty taxes is due Sept. 1.

June through November: Most of the tax money is usually paid to the school treasurer in three installments: one in June following the first delinquency date, another in September after the last delinquency date, and the final installment in November. Small payments may be made at later times as delinquent taxes are collected.

Finance Laws Vary

Board of director districts (districts of less than 1000 inhabitants) are not required to make budgets. The law merely states that such boards are ". . . to provide for the revenue necessary to maintain schools in their districts." Relatively few children attend schools in such districts.

Charter district finance is generally covered in this discussion; no attempt was made to analyze all of the special acts for minor differences.

There are major differences in laws governing the local finance of the Chicago district, legally classified as a district of more than 500,000 inhabitants. The fiscal year, by law, begins Jan. 1 and the budget must be adopted within the first 60 days; public inspection and hearing dates vary accordingly.

Laws governing the budget are more stringent for Chicago than for downstate. Expenditures or liabilities for which no budget appropriation was made cannot be incurred. Relationship between the budget and the tax levy probably does exist to the extent that some tax objections based upon the budget might be held valid. Custodians must be paid from the building and grounds fund. No separate tax levy is authorized for junior college purposes.

Action by the Chicago board of

education and city council is necessary in many cases. For example, the council upon the request of the board levies taxes for school purposes, approves bond issues by ordinance, and issues anticipation warrants. Anticipation warrants may be issued against tax levies listed below except for the working cash fund tax and the tax for the teachers pension and retirement fund.

Bond and tax levy limits are set specifically for Chicago by the state legislature. Briefly they are as follows:

Bonds: State law specifies the amount of bonds that may be issued by the Chicago board for building and working cash fund purposes. Subject to local referendum, $50,000,000 in building bonds was authorized in 1951 and another $50,000,000 in 1955. State law allows bond issues to $25,000,000 for working cash fund purposes; this amount may be increased to $40,000,000 with the consent of the city council.

Educational and building fund rates: An educational rate of $1.15 is allowed for 1956 and $1.20 for 1957 and thereafter. The educational rate may be increased by referendum to $1.25. The building rate limit is 19 cents and is reduced by the rate necessary to retire building bonds authorized by the 1951 legislature.

Working cash fund tax: The rate can not exceed 5 cents, the same as for downstate districts.

Free textbook tax: The rate limit is 2.5 cents.

Teachers' pension and retirement fund tax: The rate must produce $9,000,000 for the fund.

Playground tax: The rate limit is 1.25 cents; by referendum it may be increased to 2.5 cents.

Local Finances Vary

The median or middle 12-grade district among 241 that claimed state equalization aid for the school year 1954-55 and submitted sufficient data for computations expended $311 per attendance pupil from the educational fund. The range was from $200 to $457. While districts with too much valuation per pupil to obtain equalization aid generally did not submit sufficient data to compute educational costs per pupil, it is known that their inclusion would raise the median expenditure and increase the range. A wide range of variation in per pupil costs also exists among separate elementary and high-school districts.

Table II shows how, on a per pupil basis, local and state common school fund shares of the educational fund expenditure vary according to equalized assessed valuation. State minor and reappropriated federal aids are ignored in the state's share but are included in the local share in Table II. Therefore, the state's share would be more and the local share less, depending in amount on how much state minor and federal aid was received; such aids and other items reported in the educational fund vary from district to district.

The district in Table II having an assessed valuation of $5140 per ADA pupil could not provide a program of average cost if it had the maximum educational rate of $2 permitted by law. Generally, the very poor districts, in terms of assessed valuation per pupil, are not permitted average cost programs.

Ranges in the assessed valuations per pupil, calculated from 1955 state aid claims, are: elementary districts, $3462 to $95,438; high-school districts, $11,281 to $258,125; and unit districts, $2915 to $111,318.

Ranges in educational fund tax rates, reported in the 1955 claims, are: elementary, $0.28 to $1.125; high school, $0.26 to $1.125; and unit, $0.33 to $1.775. The maximum rate in each case is the same as the maximum permitted by 1955 law.

Table II. Variation in Educational Fund Finance: Data Computed From State Aid Claims of Four Unit Districts With Valuations Per ADA Pupil Ranging From About $5000 to $35,000*

Valuation Per Pupil	Ed. Expend. Per Pupil	State Distributive Aid	Local Share	Percent Local	Local Ed. Rate
$ 5,140	$230	$168	$ 62	27%	$1.40
15,230	279	105	174	62	1.09
25,100	360	44	316	88	1.00
34,950	310	18	292	94	.74

*All figures are rounded

Questions and Problems

1. Name the general sources of public school funds.
2. Can a particular tax levy, certified by a school board, exceed the amount specified in its budget?
3. List the various school purposes for which the board annually requests the levy of taxes.
4. List the various purposes for which school bonds may be issued. Which require local referenda?
5. How are school bonds retired?
6. Describe the creation and use of a working cash fund.
7. When and to what extent may anticipation warrants be issued?
8. What is the Illinois constitutional limit on bonded indebtedness for any district?
9. What effect does school consolidation have on bonded indebtedness?
10. Who extends school taxes? How is it done?
11. Describe briefly the public school finance calendar including, from Lesson I, October issue, dates for receipt of state aids.
12. Explain how the local share of school finance varies with equalized assessed valuation. How much variation is there among Illinois districts in valuation per pupil?
13. Explain how an average or above average cost program is prohibited for some school districts.
14. Using Lessons I and II as a guide, find out how schools are financed in your own district. Determine sources and amounts of funds, expenditures by general classification, tax rates, tax limits applicable, the finance calendar, etc.

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$800.00	95.60	59.35	46.00
$1000.00	119.50	74.15	57.50
Term of Loan	12 mos.	18 mos.	24 mos.

It's a matter of good judgement to take those University Courses when you need them, finance the clothes you need, travel when you've the time. It's a matter of good judgement to take care of all of your pressing bills and get your budget on even keel. Most folks need a lump sum of cash at some time or other. With cash in your pocket you can shop for bargains. A Personal Loan from The Exchange National Bank will give you that cash, and is as practical and good for your credit reference as a charge account at a department store.

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Teachers, Get Out Your Psychiatrist's Couch

By MARGARET PETROFF
Teacher, Round Lake Community Consolidated Schools

If you let your students express themselves freely in writing, you can learn a lot about their problems.

HAVE YOU EVER thought that if you could get close to a child, "get under his skin," you could help him?

Well, get out that psychiatrist's couch that is available in every classroom. Get ready for encouraging some free association thinking that will amaze you. You don't have a couch? Now, hold everything. It's a sanitary white (with blue stripes), and what those grubby fingers can't do to it!

A sheet of white writing paper may seem only a void—but it can be filled with helpful information if you have the correct "couchside" manner. It won't take a Freud or a Sherlock to evaluate the personality findings. It may be comforting to remember that Freud found that the ego struggled to reconcile the demands of conscious and unconscious impulses. Civilization, he thought, required renunciation or sublimation of instinctual drives. We have all seen the calm after the "bottled up" child finally let go. Now, how to loosen the cork?

Be Friendly and Interested

In this new role, be friendly and interested in your subject. This begins with the first day of school—but it still isn't too late. The first day of school I always ask my students to write me a casual letter. I suggest comments on size of family, friends, hobbies, likes and dislikes, and summer activities.

You may draw a dud, as I did the first time I tried this approach. One girl absolutely had nothing to write about. I queried her on summer activities. No response. Finally she told me she had been in the hospital all summer. I commented that surely she must have seen many interesting things in a hospital. Her answer was, "My eyes were operated on and covered up all summer."

This response cast shadows on her personality. She came from a large family where all the children loved and helped one another, and she didn't feel sorry enough about herself to want to bore anyone with her troubles. At 18, she is now married, and I don't doubt that she can take life better than many adults.

Forget About Grammar

When a child first writes a sentence in your room, you don't have to be an "expert" noting grammar, neatness, spelling, handwriting, etc. Stress grammar and spelling at proper periods, but if you want to get close to the heart of the child don't worry him at this time. Have him rewrite his paper later instead.

My experience has been with seventh- and eighth-grade students, but as soon as a child can write sentences, you can gain help for him by use of your psychiatry. The following titles suggested for "couch" use have proved helpful to me:

1. Thanksgiving Note (a note really to be sent to someone who did something beyond "duty")
2. What I Would Do With $1000
3. A Letter to Santa (The older students will greet this with a howl—but they will eat it up after you explain that we have all had "Virginia letters" that we can answer.)
4. What I Hope for the New Year
5. The Nicest Gift I Ever Gave or Received
6. What I Will Be Doing Four Years from Now
7. My Ambition
8. A Description Using All Senses
9. Free Association Titles (Writing from one to three words on the board, words picked at random from students—i.e., one thousand; worm-slipper-key; smoke-hole-glitter.)

The results of this venture in psychiatry have proved amusing, pathetic, yet encouraging. Most children seem to enjoy this type of assignment, and often a paper will be marked confidential. Children are never encouraged to say anything incriminating. In fact, as teachers soon learn, those things burst forth orally. I have had to discourage oral outbursts frequently—such as the girl boasting that her dad collected three times for a damaged windshield.

Look for the Unusual

The writing of most children follows a similar pattern. In the Santa letters, most of the children hoped for gifts for others. A very sweet, pretty girl, who suddenly became "brassy" and started smoking, pulled at my heartstrings with, "I've never had a blouse of my own. You see, I've always had to share them with my younger sister."

One of the noisiest girls in the school wrote a full page on the suffering in other countries and how she and her girl friends spent half of their allowance for CARE pack-

ages. From then on I looked at her as a boisterous puppy inadvertently getting into trouble.

More than once, I found that children who became resentful of authority would write following a definite pattern in all assignments of this kind. In the case of Mary:

"I haven't done my best to help out this year, and the thing I would like most for Christmas is to have our home well and happy. I would like to give my whole family the cooperation I have been asked to give."

Keep A Confidence

"My Best Gift" brought 30 different answers, from grand pianos, date watches, and education, to a gift not yet received. The latter was marked "confidential":

"This is a gift I am going to receive. The gift is a silver ring my boy friend wants to give me, but I have to break the news gently to mother first."

Jane invariably had the same angle to all her writing. She was one of my most capable students, and made a business of succeeding. She spent all her money on clothes, and her mythical thousand dollars, of course, was to go for a wedding. Four years from now she would just be that much closer to marriage. Before the year was out, she came to me in tears because the boy she was "engaged to" was paying attention to another girl.

Give Your Students a Chance

The briefest written report was a "New Year" one. I had just explained to the students not to give me a trick answer like the girl did who entered the contest, "What I Want Most in My Post-War Home," and answered, "Me." One student answered, "I just want to live, and if you disagree you are a no good teacher." This outburst heralded trouble at home and warned us of trouble not simply coped with.

Do give your students a chance to tell you things, perhaps even tell you off. You will find couched in simple terms clues to many of their problems.

Here's an Idea . . .

Peoria Paper Honors Promising Young Citizens

An Illinois newspaper was apparently first to take up the challenge offered by the White House Conference on Education—that newspapers give publicity to scholars as well as athletes, in order to strengthen youthful citizenship and to help curb juvenile delinquency.

The *Peoria Journal Star* agreed with the suggestion. But they had a problem: How can you publicize good kids? Bad kids get into the headlines because they do something specific, such as slashing tires, which is news.

Journal Star staff planners decided on an All-American award similar to all-city all-state, and All-American athletic awards—intended to focus attention on the bright side of the juvenile picture by giving recognition for scholarship and citizenship.

Each high school in the Peoria area nominated candidates for the team of All-American Student Citizens, to "pay tribute to youngsters who are doing good things in the community." Final judging for the awards was done by Mayor Robert D. Morgan, Association of Commerce Pres. A. D. Theobald, and *Journal Star* Education Reporter Bill Little.

One student from each of the seven high schools was named an All-American

—Photo by Peoria Journal Star

ALL-AMERICAN STUDENTS are presented with framed copies of the special achievement drawing, each bearing the names of the honored students. After the banquet given for them, Henry P. Slane, left, president of the *Journal Star*, congratulates Janis Dentino of Manual Training High School and, standing, left to right, Donald Metzger, East Peoria High; Jon Poppen, Peoria High; Robert Simpson, Woodruff High; and Merlin Lambie, Limestone High. The award recipients not pictured are Mary Jane Tedford, Academy of Our Lady, and Robert Barger, Spalding Institute.

and eight others were chosen for an Honor Team. The *Journal Star* ran a picture and write-up of one star citizen each day for seven days. On the last day individual pictures and short write-ups of the eight honor team members were printed. All members of both teams were seniors.

Winners of the All-American Student Citizen awards were honored with a luncheon at the Hotel Pere Marquette. Henry Slane, president of the *Journal Star*, presented to each student a plaque, reproduction of a drawing by the paper's artist which commemorated their achievement. Another replica of the drawing was presented to each of the schools, which had helped to produce these future All-American citizens.

Guests at the luncheon were the All-Americans, principals of their schools, and representatives of the *Journal Star*. Dr. Mark Bills, Peoria superintendent of schools, gave a talk in which he urged the students to "bring credit to the award."

A letter from the White House conveyed President Eisenhower's congratulations to all persons honored in the program.

In the words of Bill Little, "The school people cooperated wonderfully, and they were enthusiastic about the project. It took about three months to process the whole thing, but we were happy with results and plan to make it an annual event."

Did You Know . . .

First Free School Law Was Passed in 1825

The preamble to the famous general law of 1825—the first free school law of Illinois—states:

"To enjoy our rights and liberties, we must understand them; their security and protection ought to be the first object of a free people; and it is a well-established fact that no nation has ever continued long in the enjoyment of civil and political freedom, which was not both virtuous and enlightened; and believing that the advancement of literature always has been, and ever will be the means of developing more fully the rights of man, that the mind of every citizen in a republic is the common property of society, and constitutes the basis of its strength and happiness, it is therefore considered the peculiar duty of a free government like ours to encourage and extend the improvement and cultivation of the intellectual energies of the whole . . ."

The law itself required a free school or schools in each county and authorized the county commissioners' court to establish a school district to contain 15 or more families upon a petition of a majority of the voters of such district. The voters of any such district lawfully assembled had power to vote to build a schoolhouse and to levy a *tax* on the voters of the district not to exceed one half of 1 per cent and not to exceed $10 per annum on any person. The rents of the 16th section were to be divided among the inhabitants in proportion to such tax or subscription made to support a common school. But two years later in 1827, the law was amended so that no person had to pay such school tax except on his own written consent. Very few schools were established under this 1825 law.

The real basis of public school finance was not laid down for Illinois until the act of Feb. 15, 1855, which provided for a compulsory school tax of 2 mills on each dollar of assessed valuation of the state to produce a current state school aid fund.

Here's an Idea . . .

Blue Island Community Council on Youth And Family Problems Cooperates to Curb Delinquency

To bring to their community "a new approach to the problem of dependent and delinquent school children," several suburban Chicago school administrators, a number of Cook County law enforcement officials, and representatives from various social welfare agencies combined their efforts and formed the Blue Island Council on Youth and Family Problems.

The community—which includes Blue Island and parts of Alsip, Crestwood, Calumet Park, Robbins, and West Harvey—was constantly increasing in population; the parents of the children represented all levels in occupation, race, religion, standard of living, and cultural background.

Actually the problems of concern included emotional disturbances of children *and* their parents, as reflected in neglect, truancy, absenteeism, and delinquent behavior; housing and sanitation standards; and legal responsibility for enforcement of existing standards and laws.

Cook County has innumerable organizations devoted to services for such families; however, many problems in this local situation were of long standing and some had been overlooked since the district offices of the responsible public agencies were a great distance away.

Sometimes more than one social welfare agency was interested in a family. It was felt that by understanding the functions, skills, and limitations of each of the resources available, greater cooperation could be secured and families could be started on the road to rehabilitation more quickly.

It was also felt that if similar problems could be considered in groups, patterns of action might be formulated.

Group Planning Begun

So the school accepted the responsibility of chairmanship for a committee to stimulate close inter-agency relationships. Through joint planning between the administration of the Family Court of Cook County, represented by Chief Probation Officer Edward J. Nerad, and the Blue Island public schools, under the leadership of Supt. Everett Kerr, the first meeting of the Council on Youth and Family Problems was held in May, 1954.

The following groups were invited to send representatives to meetings of the council: the Family Court of Cook County; the school districts of Blue Island, Calumet Park (represented by Supt. Marvin Olmsted), and West Harvey (with Supt. Elmer Kich as representative); the Cook County departments of welfare and public health; the Cook County sheriff's Juvenile Bureau; the Blue Island Public Welfare Association; and the Institute for Juvenile Research. As the need arose, often police officers or other legal officials were invited.

The council holds monthly meetings at Blue Island Junior High School, where they first discuss problems or reports from the agencies which could be utilized in over-all planning. Here they feel that group-thinking will produce generalizations which come from experience in similar problems and could thus help prevent costly mistakes. Then pending cases are treated. Occasionally speakers on pertinent topics are invited to meetings.

The efforts of the council have resulted in: 1) a better understanding of the functions and scope of each agency; 2) emphasis on law, health, and welfare standards to provide a goal for better planning in the community; 3) close contact of the cooperating agencies through regular meetings; 4) elimination of mistakes which might have been made through lack of understanding of the role of each agency; and 5) availability for medical planning of information, both medical and social, supplied by the school nurse.

Time Lag Eliminated

Another noticeable result was the elimination of time lag in acceptance of cases by the courts, since representatives of appropriate courts attended the meetings and were able to get a head start on proceedings by hearing the cases there.

Community juvenile problems have become minimal in the Blue Island area. Parents and children have become aware that even minor transgressions may be brought to the attention of the council.

The community is grateful; and, what is more encouraging, the participating agencies are enthusiastic about continuing their praise-worthy service.

(Copies of the complete report of this council—written by Mrs. Lillian O'Grady, visiting social counselor for Blue Island schools, and Miss Alice Treanor, district supervisor for the Cook County department of welfare—are available from Supt. Everett Kerr, Blue Island Public Schools, District 130, 2515 West 123rd Street, Blue Island.)

GIVE

Through YOUR
UNITED COMMUNITY CAMPAIGN

POLIO FIGHT

(Continued from page 99)

We hope most of all that you can accomplish this through the educational process in the daily course of studies. The National Foundation can furnish you with tools for this purpose, including student source books, teachers guides, filmstrips, films, posters, and high-school assembly programs. You have only to write the address below*, stating the grade level you are teaching, the number of students involved, and any other particulars concerning the type of material you want. A supply will be sent you free of charge. You can also secure help from your county chapter of the National Foundation.

We look to you, then, teachers in primary and secondary schools throughout the land, to lend your untiring efforts to this most important effort in the same wholehearted and diligent manner in which you have supported every worthy endeavor in the past. These boys and girls are in your charge—you want them to lead happy, full, and stimulating lives. What greater service can you render them than seeing to it that they protect themselves from a disease that, thanks to modern science, they need never experience.

And while you are about it get yourselves vaccinated, too—just as soon as you can.

*The Division of Public Education, The National Foundation for Infantile Paralysis, 120 Broadway, New York 5, N.Y.

Did You Know . . .

Men Teachers 100 Years Ago Got a Monthly Salary of $10

Complaining about your salaries? Consider the Illinois teachers of some 100 years ago.

Apparently they never had it so *bad* as they did around 1849. The secretary of state reported that year that the average monthly salary in Cook County, where they paid the least, was $10 for men teachers and $6 for women. Schuyler County paid the highest in the state at that time: $30 for men and $20 for women.

The state superintendent's report of 1884-86 shows the high salary for school administrators in the state to be $300 per month and the low $12, with an average of $52.25. The high for women was $217.50, the low was $11, and the average was $41.12 per month.

—RAYMOND L. FOSTER, Lecturer, Southern Illinois University.

SCHOOL MARM

(Continued from page 108)

Said Elmer, "How old are you?"

Giving my stock answer to that question I said "just exactly 98."

"Aw, gwan," replied Elmer, "I'll bet you're not a day over 50."

All the amusing incidents do not involve children. Shortly after I was married, my husband and I met an acquaintance of his who knew we were married but apparently did not know that I had continued teaching. When we met, we politely started a conversation which eventually led to children's books. She remarked that her children were fond of books about horses.

I said, "All my children seem to be especially fond of horse stories."

With raised eyebrows she asked, "Why, how many children do you have?"

I answered truthfully, "Thirty-three."

For just half a second she looked amazed, and then she began to laugh as she realized that I was teaching school.

I think this story illustrates how most teachers feel toward their classes. The children may belong to their parents, but while they are in our classes a little bit of them belongs to us; and I feel that some small invaluable part of each one of them will always be mine.

Give Your Sponsors Full Measure for Their Money

At 8:45 every Monday, the board of education, District 86, representing the people of East Peoria, sponsors an audience participation show costing $3000 per day. Administrators and teachers as a team produce and direct, even act in the cast. If we waste an hour we cost the sponsor $500 and he gets no returns. If we dismiss school for a half-day we cost the sponsors $1500. Just as surely as a soap company judges the value of its TV program by the number of boxes sold, just so the people who pay for our schools have the right to judge their investment by the results in terms of educated boys and girls. It is our job as administrators and as teachers to see that the public gets the kind of education the public wants for every dollar spent. If they don't, they should not sponsor the show. Some cities are experiencing sponsor trouble . . . and Milton Berle thinks he has a problem!

—Curriculum Bulletin, East Peoria Elementary Schools, March, 1956.

A NEW, LOW COST PERMANENT LIFE POLICY FOR YOU . . . . . .

The Horace Mann Life Insurance Company proudly announces the addition of one of the finest low cost, permanent Life Insurance contracts available today. The name of this new policy is the *SPECIAL PREFERRED—ESTATE BUILDER*. It is Paid Up at Age 85, yet the premiums are lower than for Ordinary Life. In addition, the cash values and dividends at most ages are higher.

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IACT Delegates Hear National, State Leaders Discuss Values of Teaching, School Finance Problems

Classroom teachers of Illinois were told that they were the most important links in the educational system, that "The only reason for the existence of others in education–superintendents, counselors, custodians, etc.–is to help the classroom teacher do her job more effectively."

These were the words of David C. Guhl, president of the NEA Department of Classroom Teachers, as he spoke at the banquet of the Illinois Association of Classroom Teachers. The banquet climaxed the association's annual fall meeting, Sept. 28 and 29 at the Leland Hotel in Springfield.

Mr. Guhl, speaking on the theme, "The Classroom Teacher–Key to an Educated People," pointed out that there has always been a crisis in education, and that perhaps there always would be. But he said it was up to classroom teachers to approach the solution of education's problems with confidence in the profession, with faith in public education, and with pride in their jobs as classroom teachers.

Earlier on Saturday morning, the delegates had been told by Dr. John Furbay that they were soldiers in "the only war worth fighting." The world traveler and lecturer said that "Teaching is a war–a war against ignorance, prejudice, and misinformation."

He added that this is the greatest time in the world to be a teacher–because it is up to the teachers to teach boys and girls today to build the kind of world we want and need tomorrow. This world, Dr. Furbay said, will be a world of permanent peace, with a decent standard of living for all peoples, and a recognition of the innate human dignity in all men.

Saturday afternoon was devoted to a panel discussion of the pilot workshops on assessment and school finance sponsored by the Illinois Congress of Parents and Teachers, Illinois Association of School Boards, and the Illinois Education Association. Irving Pearson, IEA executive secretary, was panel chairman; William Hodge, IACT vice-president, presided.

Panel Illuminates Problems

Panel members, representing the sponsoring agencies, discussed briefly the reasons for the workshops and their own associations' part in them. Lester R. Grimm, IEA research director, pointed out that there were two major problems to be considered in the workshops–the importance of the property tax and possible additional sources of revenue. He posed this question, "With assessments going down and the number of children and the costs going up, what is the future?" Then he pointed out, "By 1964, the state distributive fund will need to be $800,000,000 a year–without improving the standards, without increasing your salaries. We are now spending $600,000,000 a year."

Ben Sylla of Chicago Heights, representing the IASB, pointed up his association's interest in the workshops, and added, "We are instructed to cooperate with anyone who can help to make schools better for all of our boys and girls."

Mrs. Isaac Loose of Illiopolis, first vice-president of ICPT, said "The first item on our state program is adequate support for the public schools of Illinois." She said that PTA members do not want curtailment of the educational program, and added, "What can we spend our money for which will bring better returns than for a good education for our children?"

Mrs. Kathryn Townley of Riverside, legislative chairman of IACT, emphasized, "Children can't solve the problems of the future unless we educate them for it," and said that many children will not receive an adequate education unless the problem of school finance is solved soon.

Bertrand L. Smith of Oak Park, IEA legislative chairman, pointed out that the workshops can do much at the local level to inform and arouse the public about proper assessment, but that there must be changes at the state level, through state legislation, to make sure that assessors are qualified, technical personnel.

Chairman Pearson neatly summed up the panel discussion with his remark, "This is a basic problem which *must* be solved."

Delegates Are Entertained, Too

The Danville Education Association presented a skit, "The NEA in Review," and Mildred Toomey told about plans for the NEA centennial birthday party next spring. Delegates were given an opportunity to visit IEA headquarters during an open house on Saturday afternoon.

On Friday evening, a resume was presented on the summer conferences: Teacher Education and Professional Standards, by Josephine Wiegman; NEA convention, Ruth Toomey; National Classroom Teachers Conference, Martha Elder; and IEA Leadership Conference at Carbondale, James Baker. After the general session, there was a social hour and mixer, courtesy of the Moline local association.

Robert Deffenbaugh, assistant legal advisor in the Office of the Superintendent of Public Instruction, briefly discussed "Legal Tips for Teachers" during the Saturday morning session. Audra Pence of Elmhurst told of the plans for expanding NEA services, and Mrs. Vivian Fischer of Gardner gave a report on IACT's participation in the Local Projects Recognition plan. The Illinois association was commended by Mr. Guhl for being the first state group to announce participation in such a program.

IACT Pres. Laura Smith of Oak Park fired delegates with these opening remarks: "You and I have a great job ahead of us –we must challenge every boy and girl in our classrooms today to make their generation even better than the one we know."

Dr. Furbay, who spent many years in the teaching profession and is a life member of the NEA, left this ringing challenge in teachers' ears, "If you don't have enough professional spirit to join your own professional groups, you shouldn't be in this profession at all."

Annual Reading Institute Planned For Jan. 28-Feb. 1

"Reading Disabilities in the Classroom and Clinic" will be the theme of the 1957 Annual Reading Institute to be held at Temple University in Philadelphia from Jan. 28 to Feb. 1.

Activities will include demonstrations of procedures and techniques, laboratory practice, lectures, workshops, and discussion groups. Group meetings will be held for the various types of educators–psychologists, kindergarten teachers, administrators, etc.

Transferable registration forms are available for school boards and administrators who desire to vary their delegates from day to day.

For further information write to: E. Elona Sochor, Director, The Reading Clinic, Department of Psychology, Temple University, Philadelphia 22, Pa.

Reprints of *Post* Articles Offered Free to Schools

Reprints of specially selected articles from the *Saturday Evening Post* and affiliated magazines are being offered free to schools again this year by the Curtis Publishing Co. Sample copies of each new reprint will be mailed to principals with the suggestion that, if the material is useful, the copies be routed to appropriate teachers or department heads who may order reasonable classroom quantities.

A recent reprint, "Athens," is a colorful display of both the ancient and modern society and should be effective in illustrating an important part of history for young readers. Another reprint offered is "I Drive the Turnpike . . . And Survive." It presents tips for driving on superhighways.

Nine Divisions Reach Goal Of NEA Life Memberships

Nine of the 18 IEA divisions have reached or exceeded their quotas for NEA life memberships (as of Sept. 16) in a drive which has been a part of the five-year Centennial Action Program. The state as a whole has topped its quota of 1660 memberships by about 300. Additional cash contributions total $9130.97.

For a closer analysis, 44 counties and Cook County outside of Chicago have reached or exceeded their goals.

The successful divisions, several of which have doubled their quotas, are: DuPage Valley, East Central, Lake Shore, Mississippi Valley, Northeastern, Northwestern, South Central, Southern, and Southwestern.

HS Paper Wins Safety Prize

The Pow-Wow, a student written and edited paper of Brimfield Community High School, won seventh prize of $50 in a national traffic safety contest for high-school publications.

Contest judges praised the high-school students for their originality and sincerity in conducting campaigns to encourage teen-agers to be better drivers and more careful pedestrians.

National Contest Now Open For Photos of Musicians

A third annual national photography contest, with $575 in prizes for pictures of amateur musicians and their musical instruments, has been announced by the American Music Conference. First prize is $250, second prize $150, and third prize $100. Three $25 prizes also will be awarded.

The contest is now open and closes Jan. 15, 1957. Competition is open to all photographers, amateur and professional. The only requirements are that entries must feature some performance of music and that the musicians shown must be amateurs. Pictures of professional musicians are not eligible.

There are no limitations on the size and type of picture or on the number of entries from any one contestant. They will be judged on the basis of photographic and pictorial quality, for human interest and for effectiveness of the subject matter in depicting the benefits of musical activity.

Entries should be sent to the Music Photography Contest, American Music Conference, % The Philip Lesly Co., 100 West Monroe Street, Chicago 3. Entries will not be returned.

Illinoisans Will Speak At National Math Meeting

At their annual meeting, the National Council of Teachers of Mathematics will consider many future, as well as current, problems in this field. The meeting is scheduled for Dec. 27 to 29 at Arkansas State College, Jonesboro.

Frank B. Allen, teacher at Lyons Township High School and La Grange Junior College, is chairman of the new secondary curriculum committee of the council; he will be a featured speaker on the work and plans of the committee. Other speakers are A. David Page and Max Beberman of the University of Illinois, who are directing the Illinois Experimental High-School Mathematics Program. Scientists from prominent organizations will consider mathematics in relation to industry and science.

Regular features—such as textbook exhibits, showing of curriculum films, lab sessions, etc.—are also planned. Further information about the program is available from M. H. Ahrendt, Executive Secretary, National Council of Teachers of Mathematics, 1201 16th Street, NW, Washington 6, D. C.

Driver Education Study Available from UI Author

"How can we afford *not* to have driver education?" is the key idea behind a recent study by Dr. A. E. Florio, associate professor of safety education at the University of Illinois.

The study compares economic losses resulting from Illinois traffic accidents and the cost of adequate driver training. Detailed statistics are included from each county. Copies are available from Dr. Florio, in care of the UI School of Physical Education.

Inmates at Menard Attend College Classes

Thirty inmates have enrolled in the first college course ever taught behind the walls of the Illinois State Penitentiary at Menard, according to L. L. Hines, superintendent of education at the institution.

The department of journalism at Southern Illinois University is offering the 12-weeks course, which allows three quarter hours of college credit. Teaching the basic course in newswriting is Charles C. Clayton, visiting professor of journalism at SIU and editor of *The Quill*, monthly magazine for journalists.

Some of the "students" are on the staff of *Menard Time*, the penitentiary's tabloid newspaper. Warden Ross V. Randolph authorized the institution's first venture in extension-type college courses. Previously, the only courses for college credit offered inmates were correspondence courses.

NEW HORIZONS
a suggestion we hope proves helpful

Delicious, easy!
Here's idea makes a big hit for buffets, lunches, dinners . . .

EXCITING CHICKEN PIE MOLDS

You need only 1½ cups chicken or turkey bits for 8, yummy, chicken-shaped individual pies.

Mm-m—Easy and fun to do. So unusual and grand tasting. Folks are thrilled. Each mold turns out a super-delicious, individual pie shaped like a little fat hen, all roasty golden-brown. Great way to use leftovers or stretch canned chicken. With molds goes wonderful new recipe.

For set of 8 CHICKEN PIE MOLDS, *described*, 4⅝ x 2¼" . . . of extra heavy aluminum, with special, heat-holding surface . . . and tasty, new recipe, write **MIRRO**, *Manitowoc, Wis.*, and send $1.

Feel relaxed and be refreshed!

The bright, lively flavor and pleasant chewing of delicious Wrigley's Spearmint give a little boost and help you relax naturally. Try tonight.

Annual Meeting of IEA, Dec. 27 to 29, Will Feature Henry and Buford As Speakers

Some 600 Illinois Education Association members will spend three days of their Christmas vacations in Chicago at the association's 103rd Annual Meeting. From Dec. 27 to 29 (Thursday through Saturday) delegates will attend business sessions, division meetings, committee and organizations meetings, banquets, and luncheons, and will have opportunity for socializing—all at the Hotel Sherman.

At the Annual Banquet on Friday evening, the speaker will be J. Lester Buford, superintendent of Mt. Vernon schools and past-president of the National Education Association.

For the first time, the IEA nominating committee will hold a meeting open to all delegates. It is scheduled for 9:30 a.m. Thursday, at which time persons may make nominations and present their candidates if they desire to do so.

The first of the three main business sessions, on Friday morning, will feature the presidential address by W. J. Goreham of Sidell. The second meeting will be that afternoon. Dr. David D. Henry, University of Illinois president, will address the closing session on Saturday morning.

Delegates will meet with their respective IEA divisions at 4 p.m. on Thursday, following the opening general session.

On Friday morning IEA past-presidents will breakfast together. The IEA-NEA Directors and Presidents Breakfast will be held Saturday morning.

Other breakfasts scheduled Friday include those for Delta Kappa Gamma members and for the Illinois Association of County Superintendents of Schools. Groups planning luncheons on Friday are the Illinois Elementary School Principals Association, Phi Delta Kappa, and the Women's Association of the IEA. The Illinois Association of Classroom Teachers will have a combined luncheon and meeting on Thursday. Alpha Delta Kappa members have planned a tea for Thursday afternoon.

Meetings of other affiliated organizations include the Illinois Teachers Reading Circle Board and Horace Mann Insurance company agents.

The social hour planned Friday evening after the banquet will feature dancing and card playing. Thursday evening is an open night.

Spelling Project to Help Prospective Office Workers

In order to help business educators stimulate students to improve their spelling ability, the National Office Management Association will begin its third annual spelling project in November. A series of certificates are to be awarded to all students able to pass one or more of three consecutive tests.

The lists of 100 words each are based on a master list of 900 words commonly used in business. The lists are to be distributed by NOMA chapters to all schools desiring them. One of the major values of the certificates is their help to high-school graduates in securing employment in offices. The series of tests may be given and scored either by the teachers or association chapter members.

Information on the spelling project may be obtained from T. W. Kling, Staff Director of the Educational Division, National Office Management Association, 132 West Chelten Avenue, Philadelphia 44, Pa.

ISNU Appointments Bureau Tells Placement Statistics

The shortage of teachers in the public schools of Illinois has been serious for several years, but this year it reached the critical stage, according to Dr. Harold E. Gibson, director of the bureau of appointments at Illinois State Normal University.

Evidence is found in the number of schools in various sections of the state that have found it impossible to fill vacancies developing since the opening of school.

While the supply of ISNU graduates securing positions has remained rather constant over the last few years, demand for teachers has again taken a great jump, increasing from 6791 vacancies reported last year to 9507 for the fall of 1956. The number of vacancies reported in 1956 was almost three times as great as it was in 1951.

Salaries for beginning teachers have increased 380 percent since 1940. This year teachers without experience received an average salary of $3695 as compared with $971 in 1940.

An analysis of salaries for beginning teachers from ISNU shows substantial increases over last year: high school—$3727 ($217 increase); elementary—$3666 ($237 increase). Beginning high-school teachers from ISNU are receiving an average salary this year of $3690 (high-school coaches, $4030; home economics teachers, $3772; and industrial arts teachers, $3873). Teachers in special education have beginning salaries of $3879.

IEA Nominating Procedures Explained

Three new members of the board of directors will be elected by the Representative Assembly of the Illinois Education Association during its 103rd Annual Meeting, to be held Dec. 27 to 29 at the Hotel Sherman in Chicago. The following officers will be elected: president, for a term of one year, to succeed W. J. Goreham, East Central Division, Sidell; director and chairman of the committee on public relations, for a term of three years, to succeed Earl Hanson, Blackhawk Division, Rock Island; and a director, for a term of three years, to succeed Mildred Toomey, Southwestern Division, Alton.

Continuing members of the IEA board are Bertrand L. Smith, Lake Shore Division, Oak Park; A. W. Boley, Blackhawk Division, Kewanee; Edith Rosenstiel, Northwestern Division, Galena; and Walter Albertson, Lake Shore Division, Oak Park.

The nominating committee—consisting of the 54 division-elected members of the three governing committees on legislation, association membership and finance, and public relations—will hold an open meeting at 9:30 a.m. Dec. 27, in Room 107 of the Hotel Sherman, to receive nominations for these offices. Persons desiring to make nominations and present their candidates are invited to do so at that time.

The committee will meet in executive session at 5:30 the same day to determine the slate of candidates to be presented to the Representative Assembly on Friday. Mr. Boley, the nominating committee chairman, will present the committee's report to the delegation, and the chair will call for other nominations from the floor.

Persons or groups desiring to advance candidacies prior to the nominating committee meetings may do so. The recommended procedure is as follows: 1) gain the consent of the individual, 2) contact his division seeking division support, 3) contact other divisions, 4) correspond with or contact members of the nominating committee (list available through the state office), 5) correspond with the delegates (list available through the state office), and 6) seek support from other groups affiliated with the state association.

If ballots are needed when the elections are to take place, the ballots will contain the names of persons nominated by the nominating committee and space for the write-in of names nominated from the floor. Regularly certified delegates, or their alternates or sub-alternates only, may vote.

Administrative Round-Up To Be Held Dec. 1 at ISNU

Dr. John W. Carrington, director of laboratory school experiences at Illinois State Normal University, has been named chairman of the 24th annual Administrative Round-Up. Scheduled for Dec. 1 on the ISNU campus, the Round-Up will have as its general theme the improvement of teacher education through cooperation between the schools and the university.

Western Initiates Radio Station WWKS-FM

Radio station WWKS-FM at Western Illinois State College began broadcasting programs with the opening of school this fall. The station is operated by students of Western under the guidance of Jennette Terrill and Elmer Haddock of the audio-visual education department. Dr. Kenneth Goode of the chemistry department is supervising the student engineers. Harold Spicer of the English department completes the faculty staff of WWKS.

The studios and control room located in Science Hall are busy places each school day as programs of a varied nature are broadcast.

The primary objective of the station is to enrich the curriculum in the public and private schools in the listening area. This is accomplished by developing programs which supplement classroom work. Programs are broadcast daily, especially in the fields of social science, English, science, physical education, music, and Spanish at all grade levels—primary through high school. News and athletic events are also a part of the programming.

Four Illinoisans Named To NSBA Study Commission

Among members of a National School Boards Association commission for self-study are four Illinois people who are prominent in school-related organizations: John Lester Buford, superintendent of Mt. Vernon schools; Robert M. Cole, Springfield, executive director of the Illinois Association of School Boards; Supt. Paul J. Misner, Glencoe, president of the American Association of School Administrators; and Mrs. H. M. Mulberry, Chicago, first vice-president of the NSBA.

The commission is to determine policies and blueprint a research and development project provided for by a $65,000 grant from the Fund for the Advancement of Education. The purpose of the grant is to enable the NSBA to take an active role in promoting the welfare of public schools and public education in this country.

The commission met this summer and its findings will be presented to a national conference in February, 1957.

UI Offers Home-Study Courses Over Television

Three home-study television courses have been started by the University of Illinois division of extension over the school's non-commercial station WILL-TV, channel 12. Subjects are elementary German and Spanish and United States history to 1865.

Each telecast is 30 minutes long. Courses began the first week in October and will continue through the first semester. Elementary German is presented at 7 p.m. Mondays; Spanish at 7:30 p.m. Wednesdays; and the history course at 7 p.m. Fridays.

Further information, including outlines for non-credit viewers, are available from the Division of University Extension, 247 Illini Hall, Champaign.

Ford Offers Fellowships in International Affairs

For the sixth year, in 1957-58, the Ford Foundation will continue its program of fellowships for training in foreign areas and international affairs. The program—planned to help train more Americans to deal professionally with foreign area matters—is for study of Asia, the Near East, the Soviet Union, Eastern Europe, or Africa.

Fellowships are available to persons up to 35 years of age who want to combine the social sciences or humanities with studies of one of these work areas.

The foundation is also offering a few fellowships for special advanced training. These are open to persons up to 40 years of age who have the Ph.D. degree, who are now studying or teaching international relations, and who wish to undertake graduate training in another social science or in the history, culture, and current problems of one or more of the above areas. Study and research may be undertaken in the United States or abroad.

Applications for 1957-58 must be filed by Dec. 15. Forms and details may be obtained from The Secretary, Ford Foundation, Attention: Foreign Area and International Relations Training Fellowships, 477 Madison Avenue, New York 22.

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A year ago some insurance companies started giving lower rates to teen-agers holding high-school driver training certificates. And it's logical—figures show that students trained in high-school driving courses have only half as many accidents as their untrained schoolmates.

Charles M. Hayes, president of the Chicago Motor Club, has reported these statistics and is forecasting a bright future for driver education. He points out that last year 275 high schools in Illinois furnished behind-the-wheel driver training to 22,800 students through the cooperation of the Motor Club.

A new state law providing for safety education from the first through 12th grades is one cause of the increasing number of courses being offered.

Vernon L. Nickell, Illinois superintendent of public instruction, says that his department will encourage continuing growth of the programs. The department is among agencies cooperating with the University of Illinois in its short course for instructors of driver training. Others supporting the university's efforts are the American Automobile Association, the Allstate Insurance Co., the Illinois state police, the secretary of state's office, and the National Safety Council.

Mr. Nickell commented, "This office has made every effort to rank Illinois first in the field of safety education. . . . Statistics clearly demonstrate that this program is developing safer drivers."

Shell Offers Fellowships For HS Science Teachers

Aid to outstanding high-school physics, chemistry, and mathematics teachers—with an eye to their encouraging more students to study the subjects and thus help check the nation's growing shortage of scientists—has been increased by Shell Companies Foundation, Inc.

The foundation provided Shell Merit Fellowships for 60 high-school teachers at seminars conducted by Stanford and Cornell universities this past summer. Teachers received allowances for travel costs to Stanford or Cornell, tuition fees, living expenses, and $500 in cash. They attended lecture and laboratory sessions, had group discussions with specialists in their fields, and visited nearby scientific installations.

"The first year's program was so successful," said the Foundation president, "that we plan to provide a significantly greater number of fellowships for 1957."

Mathematics, physics, or chemistry teachers with five years' experience and known leadership ability will be eligible for the fellowships. Requests for applications should be sent directly to the universities. Teachers east of the Mississippi River should write the Department of Education, Cornell University, Ithaca, N.Y.

Book Week Slogan Contest Announced for 1957

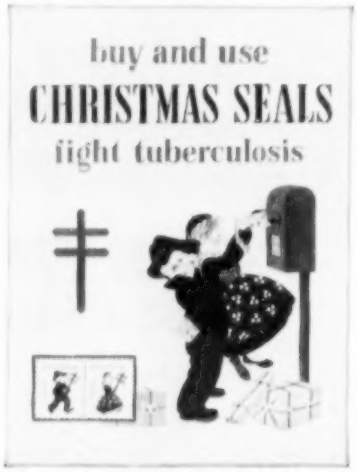
The slogan for Children's Book Week, Nov. 25 to Dec. 1, is "It's Always Book Time." The Children's Book Council, sponsor of the observation, announces a contest for the 1957 slogan. Send suggestions to the Children's Book Council, 50 West 53rd Street, New York 19, not later than Jan. 1. The list of slogans of previous years is available from the office.

The prize for the winning slogan will be $25, the winner to be announced in the Children's Book Council *Calendar* and educational, library and publishing journals.

Labor Leader to Address Social Studies Group

Walter Reuther, vice-president of the AFL-CIO labor union, will be one of the top speakers at the 36th annual meeting of the National Council for the Social Studies, which will be held Nov. 22 to 24 in Cleveland, Ohio.

About 1800 council members will hear discussions by prominent educators on such topics as history, international understanding, and desegregation. The council, a department of the National Education Association, has 6400 members. Its program seeks to outline a social studies curriculum to meet the needs of present-day society.



Ford Gives Medical Grants

Four Illinois institutions are among schools of medicine to receive $500,000 grants from the Ford Foundation. They are: Northwestern University Medical School; University of Chicago School of Medicine; Chicago Medical School; and Stritch School of Medicine of Loyola University.

The Foundation made the series of grants to "strengthen instruction in the 44 privately supported medical schools now in operation in the United States."

Kodak Again Sponsors High-School Photo Contest

High-school students can gain national recognition for themselves and their schools through the 12th annual (1957) National High-School Photographic Awards, sponsored by Eastman Kodak Co.

Open to any student in grades nine through 12 throughout the United States and its territorial possessions, the contest will award $5000 in prizes.

A selection of the winners will form a traveling salon for use by schools. The current exhibit and salons from previous contests are now in circulation and are available to high schools without charge.

There is no limit to the number of photos an entrant may submit. The primary qualifications are that the pictures must have been taken by the students themselves, since April 1, 1956, and that these same photos have not been previously entered in any national contests. Entries can be sent in between Jan. 1 and Mar. 31, and winners will be announced in May, 1957.

Entries will be judged in four classes: school activities, people (no school pictures), pictorials, and animals and pets. The following prizes will be given for each class: first, $300; second, $200; third, $100; special award, $50. There will also be 240 honorable mention awards of $10 each.

Information about the awards and the traveling salon may be obtained from the National High-School Photographic Awards, 343 State Street, Rochester 4, N.Y.

A Chicago boy was one of more than 250 winners of the contest last year.

The entry of Don Drawer, 17, a student at Steinmetz High School, was given a $50 prize for photographic achievement.

Allen to Head Allerton Conference on Education

The Allerton House Conference on Education will be headed by Prof. Charles M. Allen, recently named associate dean of the University of Illinois College of Education, to succeed C. W. Sanford, now University dean of admissions.

Established in 1953 to study the basis for conflicting theories of scholars and schoolmen in regard to public education, the Allerton House Conference is a joint enterprise of the Office of the Superintendent of Public Instruction, the Federation of Illinois Colleges, the Illinois Curriculum Program, and the state-supported higher institutions including the University of Illinois.

Members of the group include Illinois public school administrators and teachers, citizens interested in the schools, and education and liberal arts faculty from the colleges and universities of the state.

Reports of studies are being made in a number of subject areas, and it is expected that the conference will continue to meet for another two years before the project is completed. Sessions are held at Robert Allerton Park, conference center of the University of Illinois. Professor Allen will serve as chairman of the planning committee, which screens the matters to be studied.

Oak Ridge Scientists Available for Lecturing

The US Atomic Energy Commission, Oak Ridge National Laboratory, and the Oak Ridge Institute of Nuclear Studies have announced that 102 scientists from Oak Ridge laboratories will be available to lecture, conduct seminars, and participate in colloquies on request at university campuses throughout the country.

This arrangement is being made possible by the Oak Ridge Traveling Lecture Program for the ninth consecutive academic year in accordance with the Atomic Energy Commission's policy of disseminating scientific information. Lecturers and subjects cover a wide range of scientific fields and include general lectures on Atomic Energy Commission policies and activities.

Additional information and brochures on the program may be obtained by writing the chairman, University Relations Division, Oak Ridge Institute of Nuclear Studies, P. O. Box 117, Oak Ridge, Tenn.

IEA Women's Group Holds Fall Meetings

The Women's Association of the Illinois Education Association met Sept. 8 and plans another meeting Nov. 10 to discuss how the group could have a functional program. It has been established that women with leadership ability must function at the county and division levels in order to be well informed and to continue working at the state level.

The meetings are held in the auditorium at the IEA headquarters in Springfield, Pres. Beatrice Allen presiding.

All women teachers in the state of Illinois are members of the association and are urged to attend these meetings.

Illinois Men Are Officers Of Public Relations Group

Four leaders from Illinois colleges were elected to offices of the American College Public Relations Association during its national convention in White Sulphur Springs, W.Va.

Stewart S. Howe, vice-president of Illinois Institute of Technology, was named to head the group. Arthur J. Schaefer, vice-president of De Paul University, is second vice-chairman. Donald V. Stophlet, secretary of Rockford College, is secretary of the organization, newly formed from development officers of the nation's colleges and universities.

Elected to the group's national council was Albert N. Williams, executive director of the Associated Colleges of Illinois.

Walter Reed Film Available

"Walter Reed and the Conquest of Yellow Fever," a 16-minute color sound slidefilm is now available on free loan to junior and senior high schools and public libraries through the Metropolitan Life Insurance Co. A teacher's discussion guide and script are distributed with the 73-frame slidefilm, which covers the early career of Dr. Walter Reed and the events which led to his conquest of yellow fever.

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UI Program Will Evaluate Potential of HS Students

An enlarged guidance program with initial special emphasis on helping the lowest quarter of high-school classes estimate the possibilities of success in college is planned by the University of Illinois, Pres. David D. Henry said at the annual meeting of the Illinois Guidance and Personnel Association.

President Henry emphasized that "Students would not be denied admission to the University on the basis of the tests, interviews, and other information," but that the guidance information "will be useful in discouraging the poor risks for college work."

He pointed out that "The University of Illinois has a much better balanced admission record than is popularly understood. For 20 years, 40 to 50 percent of freshmen have come from the top quarter of their high-school classes, and 75 percent from the top half.

"Fewer than 7 percent are from the lowest quarter. But the small percentage will involve sizeable numbers of people, and the University is concerned about doing the best job of guidance it can to minimize failures and withdrawals."

President Henry said that the new program will make information available to the individual in time to give him opportunity to choose other institutions, courses, or work alternatives. Aptitude tests will be given in Chicago, Urbana-Champaign, and East St. Louis, and later in other parts of the state.

He also pointed out that it is time to drop the idea that only "a small minority" of high-school graduates go to college. "Fifty percent of high-school graduates go on to college, full time or part time, according to a recent report of the U.S. Office of Education." In view of this, he suggested "It would seem fair, logical, and appropriate that a new examination be made of the importance of preparing students for college work, and of improving high-school articulation with the requirements for college admission."

National College Gets Air-Age Research Grant

A $2500 grant has been received by National College of Education, Evanston, from the Link Foundation for an air-age research project to be conducted at the college in the next two years. This project will be a study of teacher attitudes and growth toward air-age consciousness. As a result of this research, the college hopes to give air-age education its rightful place in the program of the elementary school.

Kenneth E. Howe, director of the Children's School of National College, is in charge of the study. When completed, it will be put into printed form, adaptable for use by the teaching staff of any elementary school.

UI Professor to Direct NASSP Study on Teachers

Prof. J. Lloyd Trump of the University of Illinois College of Education has been named director of an investigation by high-school principals to find ways to make the best use of available teachers. He will be on leave from his University duties while he supervises experiments under way in school systems in Evanston and Beecher, Ill., and elsewhere throughout the country.

Projects under way involve closed circuit television, sound tapes and tape recorders, increased availability of high-school science laboratory facilities, and use of community and student assistants to relieve teachers.

Sponsor of the nationwide undertaking is the National Association of Secondary School Principals which set up a Commission on the Experimental Study of the Utilization of the Staff in the Secondary School. Chairman of the commission is C. W. Sanford, dean of admissions at the University of Illinois. The experimental studies are supported in part by grants from the Fund for the Advancement of Education.

SIU Man on Magazine Board

Dr. Charles D. Neal, director of teacher training at Southern Illinois University, has received a three-year appointment, effective Jan. 1, to a new editorial board for *Education*, national professional periodical. Dr. Neal has twice been guest editor of the quarterly publication. Both issues were devoted to teacher training.

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Engineering Award Set Up As Memorial to UI Professor

An award—probably the first of its kind—to encourage engineering students to broaden their interests beybnd the limits of professional competence is being established at the University of Illinois as a memorial to Lisle A. Rose, professor and editor, who died suddenly last year. The winner will get a certificate and cash award.

Funds are being solicited by his colleagues and friends at the U. of I. and at Michigan College of Mining and Technology where he taught before 1947. The purpose of the award is "to encourage engineering students to liberalize their views through the selection of nonprofessional courses and participation in cultural activities."

Professor Rose came to the University of Illinois College of Engineering in 1947 where he was director of engineering information and publications and edited the *Journal of the American Society for Engineering Education.*

Committee Adapts Guide For Student Model Assembly

High-school and college students have been so successful in running model UN assemblies over the past few years that the American Committee on United Europe and Foreign Policy Association have jointly produced a 36-page memorandum adapting this educational technique to the Assembly of the Council of Europe.

The FPA-American Committee guide is entitled "Organizing a Model Assembly of the Council of Europe." It contains complete information on how to set up such an assembly, including conference schedules both for a one-day high-school conference and a three-day college session. It has details about agenda questions, delegation organization and voting, suggested rules of procedure, background material on the Council of Europe itself, and an extensive bibliography.

Copies of this memorandum and additional information and materials can be obtained by writing to: Consultant on Special Programs, Foreign Policy Association, 345 East 46th Street, New York 17; or Research Consultant, American Committee on United Europe, 270 Park Avenue, New York 17.

NISC Offers Color Film On Outdoor Education

A new sound film in color, "Education Moves Outdoors," is now available for showing by any interested groups. This film can be secured from the Visual Aids Department of Northern Illinois State College, DeKalb.

This 16-minute film sets forth the opportunities in teacher education for the more effective use of the out-of-doors as a vehicle in the training of teachers for the public schools. It shows the activities of a group of college students for an entire week of school camping, with and without children in residence.

SIU Boys Get Firsthand Outdoor Education

About 150 male students camped out for a few weeks of the fall term at Southern Illinois University. While awaiting completion of the first two of six modern residence halls under construction, they were housed in tents, barracks, and cabins about 12 miles from the campus.

Half the freshmen and about 90 upperclassmen used outdoor education facilities at the SIU camp on Little Grassy Lake, while the remainder stayed in barracks, buildings, and cabins at nearby Giant City State Park.

Two meals were served daily at the camps, where students also were provided with study halls, counseling and tutoring service, and supervised recreation. They commuted to the campus by regular bus service and ate lunch in a campus dining hall.

"Indian summer" weather made the students' experiences pleasant. The lack of modern convenience was compensated by the beauty of trees taking on their fall colors and the lake water still warm enough for swimming. Students paid only $2 per week rent, with room and board totaling $13 weekly.

When the first moving day arrived in mid-October, the tent-dwelling students swapped wood plank floors and frosty canvas walls for bright new rooms with tiled baths, modern furniture, and glassed-in corridors facing Thompson Lake, at the south edge of the main campus. The students at Giant City, who lived in barracks that could be heated, planned to move into the second hall in early November.

IIE to Sponsor Conference On Exchange Programs

"To focus national attention on educational exchange activities," the Institute of International Education is sponsoring a National Conference on Exchange of Persons. It will be held at Chicago's Congress Hotel, Dec. 5 to 7.

This second national conference will bring together leaders in education, government, business, labor, and religious and civic affairs.

There are tentative plans for 13 workshops. Six will consider exchanges with specific geographic areas (Africa, the Near and Middle East, Europe, Latin America, Southeast Asia, and the Far East). Seven functional workshops will discuss exchanges in medicine, the fine arts, education, the sciences and engineering, business and industry, recent findings in research, and the American community as host.

NEA Picks Research Director

Sam M. Lambert is the new director of the research division of the National Education Association to succeed Frank W. Hubbard, who was appointed NEA assistant executive secretary for information services.

Dr. Lambert came to the NEA in 1950 as assistant director of the division, which was founded in 1922.

IEA-WISC Again Sponsors Christmas and Summer Tours

The Illinois Education Association is again cooperating with Western Illinois State College and the Travel Division of the National Education Association in making available travel-study experiences for teachers during Christmas vacation and the summer of 1957.

The Christmas tour to Florida and Cuba, from Dec. 26 to Jan. 6, costs $238, which includes transportation, meals, lodging, and entrance fees. College credit – four quarter hours–is offered in photography or social science.

Points of interest on the tour include beaches and orange groves, St. Augustine, Everglades, Cypress Gardens, Orange Bowl Parade, Havana, Columbus Cemetery, sponge divers at Batabano, and a cigar factory and other buildings.

Next summer credit may be earned in eight subjects on tours, ranging in length from three to seven weeks, to Panama and Central America, Mexico and the West, South America, Alaska, Mexico, Africa, the West, Hawaiian Islands, several European tours, three Round-the-World tours, and a Washington seminar.

For detailed information write to A. B. Roberts, Western Illinois State College, Macomb.

NEA Commission to Plan Campaign for Federal Aid

The Legislative Commission of the National Education Association–with plans to fight again for passage of a bill for federal aid for school construction–will hold its regular quarterly meeting in Chicago Dec. 6 and 7, to map plans for its legislative campaign in the 85th Congress. Following this meeting federal relations committee chairmen from the 48 states will join commission members for a similar conference.

Commission Chairman Irving Pearson, executive secretary of the Illinois Education Association, will preside during both meetings.

GE Distributes Free Chemical Elements Chart

More than a hundred new forms of chemical elements, which have been identified in the past three years, are shown on a wall chart issued by the General Electric Co. This is the fifth edition of the "Chart of the Nuclides." It was prepared in the Knolls Atomic Power Laboratory, which General Electric operates for the Atomic Energy Commission.

About 40 years ago it was found that a single element might be made of several different kinds of atoms, which varied slightly in weight. The general term nuclide covers all these isotopes of all the elements. Technical data about each of 1388 nuclides are shown on the chart.

Copies of the chart and an accompanying eight-page descriptive booklet are being distributed free of charge to schools and other laboratories and research centers from Department 2-119, General Electric Co., Schenectady 5, N.Y.

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Plan Cooperative Study Of Teacher Education In Science, Mathematics

The American Association of Colleges for Teacher Education and the American Association for the Advancement of Science has announced a proposed three-year cooperative study designed to help in the solution of the problem of shortages of well-qualified scientific personnel and to increase the supply of science and mathematics teachers to staff the nation's secondary schools.

The purposes of the joint research study of teacher education in science and mathematics would be: 1) to develop better preservice and in-service teacher education programs in science and mathematics; 2) to increase the supply of well-qualified science and mathematics teachers; and 3) to establish closer, permanent working relationships between scientists and educators on college and university campuses, and through activities of professional organizations.

Carlyle Student Wins Artistic Typing Contest

Billy Orrell, junior at Carlyle Community High School, has been named winner of the 1956 Artistic Typing Contest. A novice in the art typing field, he competed against 1266 contestants from 120 schools throughout the nation. His prize was a portable typewriter.

His winning entry, The Hanging Gardens of Babylon, was done in five colors. Billy worked from an enlargement of a history book illustration and completed the picture in four hours during lunch periods.

Training winners in art typing is a hobby with Miss Wilma Dieckmann, Billy's teacher. Another of her students won first prize in 1954; she herself won it in 1949. Several of her students have won medals in the national contest.

Miss Dieckmann is working on a book about techniques of art typing. It is an extra-curricular activity at Carlyle in which there is a great deal of interest.

UI Adds Jobs in Selling To Business Education Work

Jobs in selling have been added to the cooperative office experience program of the University of Illinois department of business education.

About 40 qualified students seeking degrees in commercial teaching or secretarial training will be assigned half-time jobs in University offices or with local business houses this fall. Pay will be at the prevailing rate for the job. The work schedule coincides with the University calendar and runs throughout the year including the summer session. Approximately four and a half years is required to complete the program.

Upon graduation these students will be available to meet the increasing demand for trained secretaries with college degrees and office experience, and for commercial teachers who have worked on an actual job for extended periods.

Pittsfield HS Building Cited in National Survey

Pittsfield High School has been listed as one of 13 outstanding secondary school buildings constructed in the United States during 1955 by *American School and University*, annual publication which has consistently presented current thinking in product research and product information on the educational plant.

This seventh annual school building survey reveals that last year the people of the United States constructed more schools and spent more money doing it than ever before. In gathering the data 13,475 inquiries were sent to school officials in public and private schools, junior colleges, colleges, and universities in the 48 states.

On the basis of these studies, the outstanding buildings were selected: 13 elementary, 13 high school, two combination elementary and high, and two college. They are pictured in the recent 28th edition of the publication.

As a result of the honor bestowed upon the Pittsfield community, Supt. J. H. Voshall has received a letter from the dean of the School of Education at Denver, Colo., requesting information about the building and the educational planning which was done for it.

Recreation Group Offers Guide to Activity Books

People who serve as youth leaders or who work in any way with the leisure activities of children and adults are being offered a new service by the National Recreation Association. Ninety-one publishers have joined with the association to make available a list with brief descriptions of 751 books on recreation and play activities. The 32-page *Guide to Books on Recreation* is available free from the National Recreation Association, 8 West Eighth Street, New York 11.

The new service, called the Recreation Book Center, provides a comprehensive listing of books on such subjects as collectors' hobbies, holiday celebrations, parties and entertainment, program planning, special activities for church and institutional groups, and games and puzzles, as well as traditional activity fields such as music, sports, and crafts.

Three Illinois Men Named To Administration Center

Willard J. Congreve, music department chairman at Lindblom High School in Chicago; John R. Warren, principal of Sparta Township High School; and Richard Prince, principal of Chicago Christian High School, are among seven school administrators who were appointed staff associates of the Midwest Administration Center for a two-year period beginning this fall.

In addition to engaging in study toward advanced degrees, the appointees will participate in a seminar on school administration, designed to bring together current developments resulting from the work of the center.

AAA Presents Plan For Killing 'Chicken'

The American Automobile Association has published a pamphlet which outlines a program to help wipe out "chicken," the murderous highway "game" played by teen-agers in cars, and to replace it with considerate, sportsmanlike driving.

Basically, "chicken" involves taking a dare to do some stupid, dangerous thing while driving a car—such as keeping hands off the steering wheel, driving at night without lights, etc. Far from evidencing courage, it shows immaturity and foolhardiness.

"A Plan for Killing Chicken" presents four practical measures which any group—teen-age or adult—can take to kill "chicken": 1) get student leaders to commit themselves against "chicken"; 2) urge and support *severe* penalties for drivers playing "chicken"; 3) be sure there are high-grade driver education courses which emphasize the hazards of "chicken"; and 4) counterattack by giving recognition for high-grade driving.

The program can be adapted to any community, or can supplement a project already in action. For copies of the pamphlet, contact your local AAA club or write to The Traffic Engineering and Safety Department, American Automobile Association, 1712 G Street NW, Washington 6, D. C.

SIU Gets Government Grant For Rehabilitation Program

Southern Illinois University's rehabilitation counseling program has been awarded a teaching and training grant of $29,602 from the US Office of Vocational Rehabilitation.

Dr. Guy Renzaglia, coordinator of the graduate-level program, said $16,000 of the grant will be used to provide nine-months traineeships to 10 qualified students. The remainder will be used to augment the program, one of the largest in the country, and to provide teaching grants.

A graduate program in counseling and clinical psychology, the course prepares students for rehabilitation staff work in hospitals and other agencies dealing with the physically and mentally handicapped. In cooperation with the Anna State Hospital, the Illinois division of vocational rehabilitation, and the Municipal Tuberculosis Sanitarium in Chicago, SIU has recently inaugurated an "internship program" within rehabilitation counseling.

University Course Begins On Commercial TV Station

Dr. Daniel Q. Posin became the first university professor in the Chicago area to step from educational television into a regular program on a commercial station.

The DePaul University physics professor began a weekly telecourse for college credit on Oct. 27 over WBKB, Channel 7. The course is entitled "The Physical Sciences," and covers man's development of knowledge from Archimedes to Einstein. Dr. Posin has been seen on Channel 11's science series, "The Universe About Us."

College Teachers Offered Research Jobs At Oak Ridge

Applications are open to college and university faculty members until Dec. 15 for places in the Oak Ridge Research Participation Program for 1957. Administered by the Oak Ridge Institute of Nuclear Studies in cooperation with Oak Ridge National Laboratory, the Program is designed to disseminate scientific and technical information to educational institutions by enabling faculty members to spend time—usually the three summer months—conducting research in Oak Ridge laboratories. The participant's Oak Ridge salary is equivalent to his university salary.

Applications for three-month summer appointments in 1957 should be sent to the University Relations Division, Oak Ridge Institute of Nuclear Studies, P.O. Box 117, Oak Ridge, Tenn. Further information is available from the division. Notifications of appointment will be made by Feb. 15.

Math Commission Will Study Revision of HS Curriculum

Miss Martha Hildebrandt of Proviso Township High School in Maywood and Prof. Eugene P. Northrop of the University of Chicago are among the 13 members of a commission on mathematics which has been appointed by the College Entrance Examination Board.

The commission will investigate the need for revision of the secondary-school mathematics curriculum, and recommend necessary and desirable action to the board. If there is general agreement as to the need and form of curricular revision, the board will, if necessary, foster the development of teaching materials and workshops to prepare teachers to utilize these materials.

Conferences of high-school and college teachers and administrators are summoned to advise and assist the commission. Subcommittees investigate topics which might be added to or deleted from the mathematics curriculum.

The commission welcomes the assistance and suggestions of organizations and individuals. Correspondence should be addressed to Robert Kalin, Executive Secretary, Commission on Mathematics, P.O. Box 592, Princeton, N. J.

UI Professor Takes Post With Defense Commission

Dr. Edwin Wallace Davis, former professor and counselor at the University of Illinois at Chicago, has been named associate secretary for special projects of the Commission for the Defense of Democracy through Education of the National Education Association.

Dr. Davis will participate in inquiries and investigations conducted by the commission and will organize and conduct conferences of educators and lay leaders. He also will carry on special field studies and will be available to local and state associations as a consultant and speaker.

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NEWS

CEP Has Guide to Materials For Teaching Citizenship

A guide to help teachers find and use outstanding materials for teaching citizenship in junior and senior high schools has been published by the Citizenship Education Project of Teachers College, Columbia University.

The book is designed to help the reader locate outstanding books, pamphlets, audio-visual aids, and materials from public and private sources.

The authors believe that the book, titled *Resources for Citizenship: a Guide to the Selection of Teaching Materials,* will also be useful to parents, youth organizations, civic associations, and others interested in helping young people become better citizens.

The Citizenship Education Project was started at Teachers College in 1949 under a grant from the Carnegie Corporation. Its purpose is to help schools do a better job of teaching the rights and responsibilities of American citizenship.

Materials for study can be located in the book in three ways—by topic, by relationship to a basic premise, or by title and author. A feature of the book is a scale of reading difficulty for the materials listed.

Two SIU Faculty Members Asked to Health Conference

Two Southern Illinois University faculty members were among 100 American leaders in health education invited to a National Physical Fitness Conference Sept. 15 to 18 in Washington, D.C.

They are Dr. Roswell D. Merrick, assistant dean of the College of Education, and Dr. Donald N. Boydston, chairman of the health education department.

Sponsored by the American Association for Health, Physical Education, and Recreation, the meeting was an outgrowth of President Eisenhower's Conference on Physical Fitness last fall.

DePaul Man Studies in Africa

A DePaul University geography professor has been granted a foreign area training fellowship by the Ford Foundation.

The grant is enabling Dr. Richard J. Houk, chairman of the geography department, to carry out a one-year study of the economic and cultural developments of Angola (Portuguese West Africa).

He is the only geographer to receive such a grant for travel and research in Africa.

Winter Lectures in Vienna

William O. Winter, director of the Southern Illinois University Local Government Center and assistant professor of government, has accepted a Fulbright lectureship at the University of Vienna in Austria for the 1956-57 academic year.

Dr. Winter is lecturing on American government for nine months. He also expects to do field study on municipal government in Germany and Scandinavian countries while abroad. He is on sabbatical leave from SIU.

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Films

How the Animals Discovered Christmas (Primary, intermediate, and junior high. 13 minutes, black and white or color, rent or purchase. Coronet Films)—This new animated Christmas film follows the age-old pattern of the animal fables, always favorites of children. In the imaginary setting of Coon Valley, we find our animal and bird friends discovering the magic of the Christmas spirit. The story centers around those coming to the aid of the bluebird, who has broken his wing and cannot fly South. Old Doc Owl guides the actions of the others in the emergency. Buttons the Squirrel and Peter Cottontail call a meeting; even Grumbles the Bear is persuaded to help. Although intended for younger children, this film will delight viewers of all ages.

Firehouse Dog (Primary and intermediate. 11 minutes, black and white or color, rent or purchase. Film Associates)—This story is about one of our community helpers, the fireman, and is woven around Freckles the Firehouse Dog, who has never been allowed to go to fires because of the danger of being hurt. One day they take him along; now he jumps aboard whenever the fire engine rolls. Children can learn much about the work of the firemen and how they are always ready to protect the city. Such a film is not only valuable for the usual classroom use, but also as an orientation lesson before children visit the fire station.

Common Heart Disorders and Their Causes (Senior high, college, and adult. 17 minutes, black and white, rent or purchase. McGraw-Hill)—One of the ways of effectively combating the death toll of our "common killers" like heart disease and cancer is through proper education. This film, through the use of animation, demonstrates the functions of both healthy and disordered hearts. The effect on the heart of diseases of the circulatory system are shown. Functions of the auricles, ventricles, valves, and directions of blood flow are clearly indicated. Special emphasis is given to damage caused by rheumatic fever, high blood pressure, and hardening of the arteries.

Big Land Animals of North America (Primary and intermediate. 11 minutes, black and white or color, rent or purchase. Encyclopedia Britannica Films)—The film opens with a map of North America showing where our big land animals live. We see the bighorn sheep on the slopes of the Rocky Mountains and members of the deer family in many parts of the continent. Reindeer live in Alaska and are valuable for their milk, meat, and hides. Once almost extinct, the bison or buffalo are now increasing on protected ranges in the United States, Canada, and Alaska. Quite an unusual and unfamiliar animal of the Far North is the musk-ox. In the final scenes are bears in their natural habitats.

Helen Keller in Her Story and **The Great Adventure** are recent releases of the Louis de Rochemont Associates, Inc. Although not similar to usual educational subjects, these two 16mm films, which have won top film awards in the last year, deserve mention. They are probably too long for classroom use, but would be of value for special programs, assemblies, etc. **Helen Keller in Her Story,** 45 minutes in length, is a film of this remarkable woman made to mark her 75th birthday. Narrated by Katherine Cornell, it will serve as an added inspiration to the handicapped people of the world. Any profits from the sale of the film will be turned over to the Fund for World Service, which enables Miss Keller to give material aid to selected handicapped throughout the world. **The Great Adventure,** 75 minutes in length, is about two Swedish farm boys, ages 10 and six, and features superb photography of wild life by the producer, Arne Sucksdorff, who "thinks, feels, writes, photographs, and acts with exceptional perceptivity and depth." The story specifically concerns the temporary taming of a wild otter and the learning which accompanies it.

Filmstrips

Junior Safety Series, a group of six color filmstrips produced by Young America Films, makes excellent teaching material for primary and intermediate grade safety classes. *Home Safety* points out that everyone must cooperate; in case of accident, children should know how to warn others and get help. Hazards in various areas are shown. *Playing Safely* emphasizes playing by the rules for use of supervised play areas and special equipment and in teaming up with others. *Safety at Christmas* points out our safety problems during the Christmas season: fire hazards of the tree, lights, and the snow and icicles used in decorating. *Safety on the Bicycle* illustrates and explains rules for those who ride bicycles. Discussed are such problems as maintenance, traffic rules and regulations, and precautions for riding at night. *School Bus Safety* shows correct ways of getting on and off the school bus, how to be a good citizen on the bus, and how to care for yourself before and after leaving it. The filmstrip also applies safety rules for riding on public vehicles. *Street Safety* graphically illustrates pedestrian safety. Obeying traffic signs and the police are particularly stressed.

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IT'S news to us

These are announcements by the manufacturers of new products which we believe will be of interest to educators. This listing should not be construed as a recommendation by the editor. If unable to find these products in your locality, write to ILLINOIS EDUCATION *and your request will be forwarded to the manufacturer.*

Behrens Portable "Water Caddy" is a streamlined, sanitary, stainless-steel water bubbler which can be rolled onto the football field. Players can drink ice water from sanitary push-button fountains instead of a dipper. It consists of a five-gallon tank, mounted on semi-pneumatic rubber-tired wheels, with two fountains that deliver water under steady pressurized flow. Completely sanitary and dust-proof, it is easy to clean, easy to fill and ice.

Vinyl-Cushioned Seats are now available on desk sets for elementary schools. The material is a comfortable vinyl plastic foam that does not need a separate covering material. The colorful, flame-resistant foam is soft to sit on but has a tough, washable surface that withstands rough treatment.

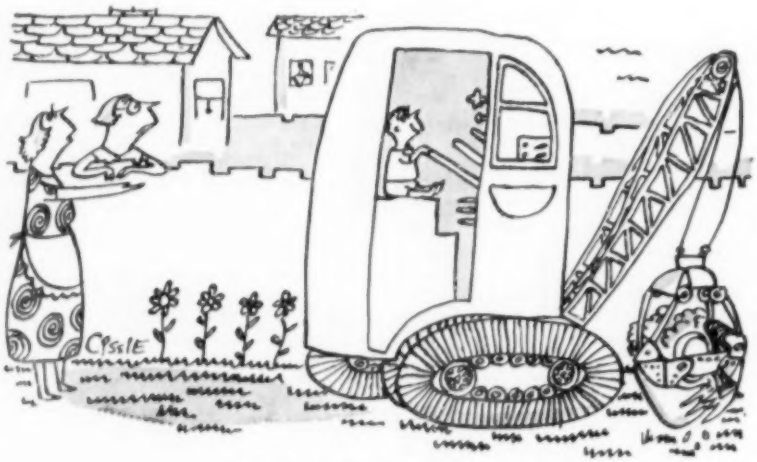
Damascus Lead Holder protects against lead slippage and turning. It ends costly smudged, damaged, and interrupted pencil lines and resultant spoiled drawings. It has a self-cleaning clutch which eliminates clogging of graphite particles. For stability and time-tested wear, the Damascus is of all-metal construction; the featherlight barrel is of aluminum.

New Transparency Viewing Masks for use with the 10 x 10 Kodak Transparency Illuminator offer improved viewing of color transparencies by masking out stray light areas. A convenient rack for viewing is provided. The masks, which retail at $2.75 each, are made of durable plastic. They are available in five different modes to accommodate transparencies as follows: twenty 2 in. x 2 in.; nine 2¼ in. x 2¼ in.; two 4 in. x 5 in.; one 5 in. x 7 in.; or one 8 in. x 10 in.

Radiant Picturemaster is a portable tripod projection screen, said to be the first to offer "luxury screen" features in the economy price bracket. Featured are the exclusive "Tear-Drop" shaped screen case for smooth opening, die-cast hanger of modern design, attractive and functional screen leveler, colorful plastic trim for leg and slat tips, and a plastic carrying handle molded to fit the hand. It is available in sizes from 30 in. x 40 in. to 50 in. x 50 in. Retail list price for the small size is $16.95.

Amazart is a unique paint applicator for decorating various surfaces. It consists of a one-ounce metal tube of paint with a ballpoint dispenser. The special paint, based on a synthetic rubber resin,

may be applied directly from the tube to fabrics, wood, glass, metal, and almost any smooth surface. It dries fast, provides an indelible surface decoration, and can assume the quality of the fabric on which it is used. The colors will withstand a number of hand washings. Tubes may be purchased individually or in sets of four assorted colors. Available colors are black, white, red, yellow, blue, green, orange, yellow-green, brown, violet, ochre, and magenta.



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CURRENT Publications

(Publishers' addresses in last column.)

For Teachers

Bigger and Better Book Bazaars. National Book Bazaar Committee, *Scholastic Teacher* Magazine, 33 West 42nd Street, New York 36; 1956. Paper. Illustrated. 34 pages. Price, 50 cents.

A manual for planning and conducting bazaars in connection with National Book Week, at Christmas time, in the spring, etc. It includes timely tips for planning, physical preparation, publicity, and follow-up activities. Another feature is illustrations of clever exhibits. A Book Bazaar Kit, for $1.50, includes such items as the above manual; book jackets, posters, etc., for display; book and supply house lists; and a radio script.

Let's Celebrate a Holiday, Bruce Miller, Box 369, Riverside, Calif.; 1956. Paper. 24 pages. Price, 50 cents.

This booklet is the answer for a teacher who is looking for "something different" when a holiday comes around. It is a guidebook of written materials concerning holidays. It opens with a plea of "The Importance of Holiday Observances." Sections are: 1) calendar of national holidays and observances; 2) brief resumes on each of the major occasions—includes purpose for celebration; references for information about the occasion; sources for plays, projects, and stories; 3) addresses of state chambers of commerce which may be able to supply information on their special observances; 4) brief descriptions of several special weeks and months; and 5) other listings of addresses for source material. The author suggests that the teacher sometimes let the children use the library and do the research.

Educators Guide to Free Films, 16th Annual Edition, compiled and edited by Mary A. Horkheimer and John W. Diffor. Educators Progress Service, Randolph, Wis.; 1956. Paper. 560 pages. Price, $6.

A "bigger and better" edition of the guide—it lists 3453 titles (the most in its history) and 766 of them are new. Information includes title, content description, physical data (sound, running time, etc.), and names and addresses of distributors (industrial, government, and philanthropic groups). Films are described according to subject and indexed according to both title and subject; a source and availability index lists each distributor, their terms for loan, and how much time should be allowed for booking.

Educators Guide to Free Slidefilms, Eighth Edition. Educators Progress Service, Randolph, Wis.; 1956. Paper. 188 pages. Price, $5.

Includes 296 silent slidefilms, 297 with sound records, and 38 sets of slides. A group of the slidefilms are for permanent distribution (for schools to keep for their film libraries). This guide includes the same categories of information and the same type of indexes as the *Educators Guide to Free Films*, listed above.

Guidance

Partners for Health. National Health Council (1790 Broadway, New York 19) and The Equitable Life Assurance Society of the United States; 1955. Paper. Illustrated. 40 pages. Free.

This attractive booklet asks of students the question, "Is this for you?"—a career in health. To help them find their own answer, the sponsors preview various health careers, describe different fields of health work and the team work involved, and advise what is in store for them in training for such careers. Features are: a health careers "calendar," showing how many years of education are required for the various occupations; interesting career photographs, many used through the courtesy of *Life* magazine. This booklet is a feature of a Health Careers Project and is among companion materials to the *Health Careers Guidebook*, all published by the above sponsors.

Understanding the Disabled. National Foundation for Infantile Paralysis, Division of Public Education, 120 Broadway, New York 5; 1956. Paper. Illustrated. 20 pages. Free to teachers of fourth through sixth grades.

A booklet for the teacher which describes steps to be taken in helping pupils develop wholesome attitudes toward children with physical disabilities: first, understanding their attitudes and then, applying what is learned to make their attitudes the most desirable. Included are illustrations for use with the social distance scale and for completion of picture stories.

Reading

Burrito. Robin King. E. P. Dutton and Co., Inc.; 1956. Cloth. Illustrated. 63 pages. Price, $2.25.

Comical characters, all of whose faces are hidden by sombreros, provide excellent illustration. You'll be surprised how money almost breaks up a happy Mexican family of seven—papa, mama, four boys, and their burro. Huge black type makes easy reading for the youngsters.

The Cunning Turtle. Kurt Wiese. The Viking Press; 1956. Cloth. Illustrated. 32 pages. Price, $2.

A clever story and numerous "saucy" illustrations by Mr. Wiese of how Mr. Turtle almost outwitted Mr. Buzzard by "flying" to Cloudland for a musicians' meeting. A big secret is revealed: why all turtles have cracks on their backs. For ages four to seven.

The Great Dogpatch Mystery. Al Capp. Anti-Defamation League of B'nai B'rith, 515 Madison Avenue, New York 22; 1956. Paper. Illustrated. 16 pages. Price, 10 cents; quantity rates.

An "educational" comic book, reprinted from Mr. Capp's weekly serial at the request of teachers and parents all over the nation after the story appeared in the comic sections of American newspapers. It is the intriguing story of the square-eyed family, a social problem in Dogpatch, and how Mammy Yokum fixed things up. The booklet includes a postscript by Herman Wouk, who points out the significance of the story. If you haven't seen it, it's well worth a dime; and it's certainly appealing material for social studies at any age level.

Spelling

Games Make Spelling Fun. John F. Dean, Box 211, Newport Beach, Calif.; 1956. Paper. 24 pages. Price, 50 cents.

Thirty-seven activities and games, grouped into class activities and quiet activities, are suggested for effective teaching of spelling in grades two through five. Each activity is thoroughly explained and designated for a certain grade level. Hints to the teacher for effective presentation of the clever games are given.

Spelling for Word Mastery, grades two through eight, David H. Patton and Eleanor M. Johnson. Charles E. Merrill Books, Education Center, Columbus 16, Ohio; 1956. Cloth. Illustrated. 128 pages each. Price, $1.20 each.

This is a new spelling textbook series in full attractive color. Listening, speaking, and writing activities provide meaningful situations for relating spelling instruction closely to the pupils' daily activities at each grade level. Features are back-of-book dictionaries in each volume and handwriting hints at all levels. Teachers' manuals for each grade are free with class purchases of the text. Paperbound Skilltext (workbook) editions also available. Price, 64 cents. (Grade two Skilltext has alternate editions: manuscript, cursive, and manuscript to cursive—transitional.)

Mathematics

Using Mathematics, grade seven, Kenneth B. Henderson and Robert E. Pingry. McGraw-Hill Book Co.; 1956. Cloth. Illustrated. 436 pages. Price, $2.96.

A very attractive textbook—the many clever illustrations should simplify the teaching and extensive explanation required for some students. Review material from previous grades is presented in such a way that pupils attain new insights. Optional topics are included throughout for brighter pupils.

Plane Geometry, Rolland R. Smith and James F. Ulrich. World Book Co.; 1956. Cloth. Illustrated. 536 pages. Price, $3.84.

A text aiming to teach demonstrative geometry as a system of reasoning. Features to stimulate student interest are: the application of geometry to modern technological advancements, the use of color as an aid to visualizing diagrams and text material, and chapter introductions and summaries to enhance understanding. "Problems for Pacemakers," exercises for better students, is only one feature which attempts to adapt the book to the classroom situation.

Social Studies

Under the Dome: How Our Congress Works. Chamber of Commerce of the United States, Washington 6, D.C.; 1955. (Also available from local chambers of commerce.) Paper. 18 pages. Price, 25 cents; quantity rates.

A concise account of the organization and functions of the United States Congress, this booklet is designed to assist the average citizen to better understand the national legislature and take an interest in his duties and responsibilities as a citizen. Included is a helpful two-color chart, "How We Get Our Laws," which shows movement of a bill from the Senate and the House.

Our World and Its Peoples, Edward R. Kolevzon and John A. Heine. Allyn and Bacon, Inc.; 1956. Cloth. Illustrated. 511 pages. Price, $4.48.

A geography text in full color and heavily illustrated with very interesting photographs of the world's people. Study units are divided into regions, and each includes many large maps—for various topics and purposes—and study activities. For the junior high geography class, this book is adaptable to a one- or two-semester course.

Living In The Social World, James A. Quinn and Arthur Repke. J. B. Lippincott Co.; 1956. Cloth. Illustrated. 536 pages. Price, $3.60.

Outstanding in this sociology textbook are human interest photographs, chapter summaries, and story guides. In considering social problems, the authors feel that society today seems highly disorganized. They wish to help students by pointing out the long-term trends in living in a normal society rather than the usual and unnatural aspects of a disorganized world.

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58. **5000 Years of History** is a 32-page booklet of colored maps excerpted from the historical maps section of the American Peoples Encyclopedia. One to a person is offered to educators and librarians only. (Spencer Press)

3. **Facts** about writing short paragraphs for profit. (Benson Barrett)

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39. **Graded Catalog** of children's books and classified catalog of books for high-school libraries. (J. B. Lippincott Co.)

41. **New No. 57 Teachers Buying Guide** contains more than 3500 items. Workbooks, posters, games, books, supplies, and equipment are completely described and illustrated. (Beckley-Cardy Co.)

43. **Folder** on "Origins of New England" tour, summer, 1957—a study course on wheels covering American history from 1620 to 1820. University credit. Also a folder on European tours, 1957. (Arnold Tours)

49. **Brochure** on summer study in Europe in education, history, art, music, sociology, languages, journalism. Planned to satisfy "in-service" credit requirements. Costs $495 and up. (Study Abroad)

51. **32-Page Booklet,** "The Microscope in Elementary Science," is complete with suggestions in 24 different scientific hobbies using microscopes. Lists and describes 100 items that can be studied; tells how to make microscope slides; explains use of micromount cards. (General Science Service Co.)

61. **Class Report** is planned as a series of typical pupil reports about coal and its use in everyday life. For intermediate grades. One copy to a teacher; class quantity may be ordered after examination. (National Coal Association)

60. **Catalog** listing more than 1000 feature films and short subjects from the studios of Warner Brothers, 20th Century-Fox, Walt Disney Productions, and other major producers. Many excellent for class work; others suitable for noon movies, assembly programs, film appreciation, holidays. (Films, Inc.)

63. **Measures of Democracy** is a three-piece set, consisting of teacher worksheets on "People, Democracy, and Government" and on "Resources, Manufacturing, and Trade" plus student lesson sheets, in full color. Suitable for supplemental studies, classroom discussions, and student projects in social science, American history, and problems of democracy. For grades eight to 12. Indicate grade and subjects taught and quantity needed for students and teachers. (Watchmakers of Switzerland)

64. **Brochure** on Europe for Summer, 1957, gives itinerary and costs for 12- to 20-country, 60- to 70-day tours in Europe. (Europe)

65. **Your Sabbatical Year Abroad** is a 40-page brochure, illustrated with photographs of places of interest, which provides a guide to planning a sabbatical year of travel and study. Included are tips on "how to be at home abroad"; suggestions for preparations—such as passports, visas, and health documents; currency; wardrobe; and a suggested itinerary for a "grand circle" tour of Europe and the Middle East. One section provides information on school, living accommodations, and sources of information in nine European countries and the Middle East. (Trans World Airlines)

Calendar

NOVEMBER

11 to 14—Institute on the Library Collection; Robert Allerton Park, Monticello.
11 to 17—American Education Week.
12 to 14—Educating the Gifted Conference, sponsored by Midwest Administration Center and Department of Education of the University of Chicago; University of Chicago campus.
15 to 17—Illinois Association for Health, Physical Education, and Recreation; Abraham Lincoln Hotel, Springfield.
18 to 20—Illinois Association of School Administrators and Illinois Association of School Boards, joint meeting; Hotel Sherman, Chicago.
22—National Council for the Social Studies, NEA; Cleveland, Ohio.
22 to 24—National Council of Teachers of English; Sheraton-Jefferson Hotel, St. Louis, Mo.
23 and 24—National Council of Geography Teachers, annual meeting; Claridge Hotel, Atlantic City, N.J.
25 to Dec. 1—Children's Book Week.
30 and Dec. 1—Illinois Association of Deans of Women; Sheraton Hotel, Chicago.

DECEMBER

1—Administrative Round-Up; Illinois State Normal University, Normal.
1—In-Service Conference, Health and Physical Education; Thorne Hall, Chicago Campus, Northwestern University.
5 to 7—National Conference on Exchange of Persons; Congress Hotel, Chicago.
26 to 29—Speech Association of America, NEA; Chicago.
27 to 29—IEA Annual Meeting; Sherman Hotel, Chicago.
27 to 29—National Council of Teachers of Mathematics, NEA; Jonesboro, Ark.
27 to 30—National Science Teachers Association, NEA; New York.

JANUARY

28 to Feb. 1—Annual Reading Institute; Temple University, Philadelphia, Pa.

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